DOCUMENT RESUME

ED 328 300 JC 910 089

AUTHOR Meltesen, Cal; Lucas, John A.
TITLE Follow-Up Study of 1987 Harper Transfer Alumni. Volume XVIII, No. 7.
INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE 28 Feb 90
NOTE 68p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Statistical Data (110)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Alumni; *College Transfer Students; Community Colleges; Comparative Analysis; Education Work Relationship; *Employment Patterns; Followup Studies; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Characteristics; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS William Rainey Harper College IL

ABSTRACT

In an effort to evaluate how well William Rainey Harper College (WRHC) prepares its students to transfer into baccalaureate degree programs, a survey was conducted of all 841 transfer-oriented students who reached 48 or more semester hours during the 1986-87 academic year. Students were asked about their current status, their evaluation of WRHC, and their activity pattern while at Harper. Results were compared with previous years' study results. Study findings, based on a 75% response rate, included the following: (1) 39% of the respondents were employed full-time, a decrease of 2% from the 1985 group; (2) 74% were enrolled in college a year after leaving WRHC, compared to 63.5% of the 1985 group; (3) most students who transferred to senior institutions were business majors while at WRHC; (4) 34% of the respondents who did not get a degree at WRHC stated that they preferred to transfer to another college; (5) 19.7% of the respondents were still enrolled at WRHC, the highest percentage since 1979; (6) 14% of the respondents were employed as unskilled labor, a noticeable increase from previous years; (7) the average salary of alumni was $20,765 per year; (8) 52.7% of the transferring alumni stated that all of their courses from WRHC were transferred to their four-year institutions; (9) 60% of the transfer students earned a grade point average (GPA) of 3.0 or better at their four-year institutions; (10) as in previous years, the GPA's earned at four-year institutions were higher than those earned at Harper; and (11) most alumni considered WRHC very valuable as a stepping stone to a four-year college. Sample narrative responses to open-ended questions and the survey instrument are included. (GFW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Office of Planning and Research

William Rainey Harper College

FOLLOW-UP STUDY OF 1987 HARPER TRANSFER ALUMNI

Volume XVIII, No. 7
February 28, 1990

Cal Meltesen, Research Analyst
Department of Planning and Research
John A. Lucas, Director
Department of Planning and Research

ED328300

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. A. Lucas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

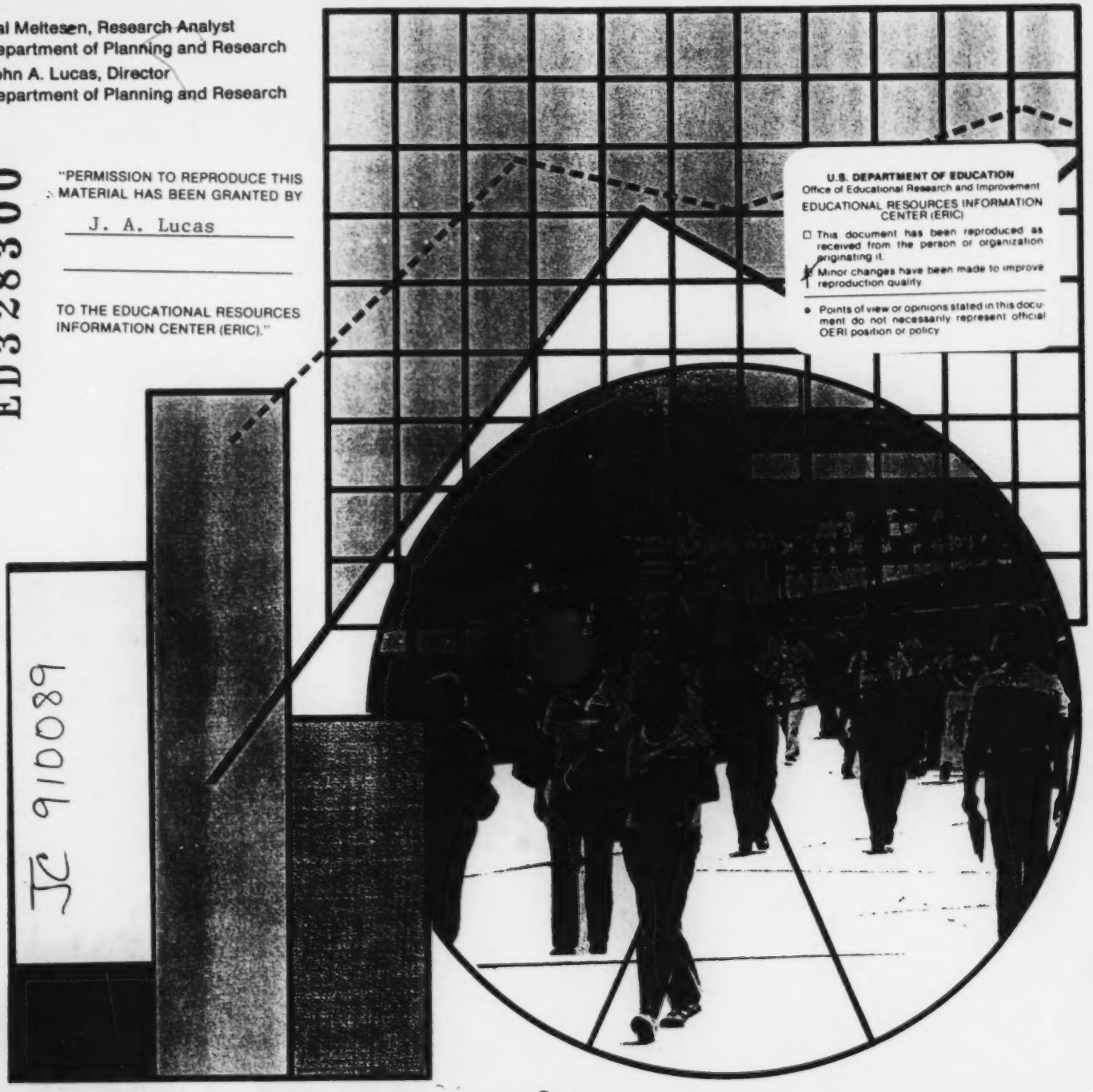
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 910089



A B S T R A C T

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP 1987 TRANSFER ORIENTED STUDENTS ONE YEAR AFTER THEY HAD ACCUMULATED AT LEAST 48 SEMESTER HOURS OF CREDIT AT HARPER COLLEGE. ALL 841 ALUMNI MEETING THESE CRITERIA WERE MAILED A SURVEY FORM ASKING ABOUT THEIR CURRENT STATUS, THEIR EVALUATION OF HARPER AND THEIR ACTIVITY PATTERN WHILE AT HARPER. AFTER FOLLOW-UP PROCEDURES WERE COMPLETED, A 75 PERCENT RESPONSE RATE WAS ATTAINED. DATA ON HARPER TRANSFER STUDENTS NOW ATTENDING FOUR-YEAR COLLEGES WAS ALSO ANALYZED.

THE RESULTS OF THIS STUDY SHOWED THAT MORE STUDENTS ARE WORKING WHILE ATTENDING SCHOOL THAN EVER BEFORE. ALSO, THOSE WHO ARE WORKING WHILE ATTENDING HARPER ARE WORKING MORE HOURS PER WEEK. TRANSFERRING ALUMNI HAVE DEMONSTRATED AN ABILITY TO FOCUS ON THEIR INDIVIDUAL GOALS, RESULTING IN FEWER EDUCATIONAL OR VOCATIONAL GOAL CHANGES, AND AN INCREASE IN PERCENTAGES OF THEIR COURSES TRANSFERRING TO THE NEW FOUR-YEAR INSTITUTION.

AMONG THOSE TRANSFERRING TO OTHER COLLEGES, THERE HAS BEEN A SIGNIFICANT INCREASE IN THOSE TRANSFERRING TO DEPAUL. NORTHERN ILLINOIS AND ILLINOIS STATE CONTINUE TO BE THE TWO MOST POPULAR. MOST ALUMNI CONTINUE TO BE TRANSFERRING INTO BUSINESS MAJORS AND ENGINEERING AT THEIR NEW INSTITUTION. THE COST OF ATTENDING THE NEW FOUR-YEAR SCHOOLS HAS STEADILY INCREASED.

HARPER ALUMNI CONTINUE TO PERFORM WELL AFTER TRANSFERRING BOTH WITH REGARD TO GPA AND PERSISTENCE. ALSO THESE ALUMNI CONTINUE TO RATE HARPER WELL ON A WIDE VARIETY OF FACTORS AND GIVE CREDIT TO HARPER FOR PROVIDING THE FOUNDATION FOR A GOOD EDUCATION AND A STEPPING STONE TO A FOUR-YEAR COLLEGE.

TABLE OF CONTENTS

		Page
I.	Purpose	1
II.	Population Surveyed	1
III.	Method Used	1
IV.	Discussion of Results	1-4
V.	Major Conclusions	4
VI.	Summary of Results	
	a. Major Field While at Harper	5
	b. Present Status	5
	c. Educational Goals	6
	d. Graduation from Harper	6
	e. Reasons for Not Getting Degree	6
	f. EMPLOYMENT - Classification of Present Occupation	7
	g. Level of Employment	7
	h. Relatedness of Job to Major at Harper	8
	i. Annual Salary Range	8
	j. Areas that Benefited Students while at Harper College	8
	k. Method of Finding a Job	9
	l. Geographic Location of Jobs	9
	m. EDUCATION - College or University Enrolled in	10-11
	n. Other Colleges or Universities Enrolled in by 1987 Transfer Alumni	11
	o. Class Standing	12
	p. Present Major Field	12
	q. Relatedness of Major at Present College to Major at Harper	13
	r. Transferability of Courses	13
	s. Reasons Provided for Courses not Transferable	13
	t. Grade Performance of Harper Alumni at Institutions They Are Now Attending Compared to Performance at Harper	14
	u. Annual Cost	14
	v. Honors Programs Participated in at Present College	15
	w. Experiences at Harper Which Aided the Transfer Process or Which Made it More Difficult	15-16
	x. Summary of Comments	16
	y. Performance of Harper Students at Other Institutions	17
	z. EVALUATION SECTION - Areas of Harper as Rated by Students	18
	aa. Areas in Which Harper Rated Best	19
	bb. Areas in Which Harper and Other Colleges Rated About Equal	19
	cc. Areas in Which Other Colleges Rated Best	19
	dd. Courses by Rank Order of Their Net Benefit to the Alumni	20-21
	ee. Additional Courses Which Would Have Benefited Student if They had been Included in His/Her Curriculum	21
	ff. Summary of Types of Courses Which Would Have Benefited Former Students Had They Taken Them at Harper	22
	gg. Learning Resource Center Evaluation	22
	1- Ways in Which Students had Trouble Getting Needed Material	23
	2- Other Comments About LRC	23-24

TABLE OF CONTENTS (continued)

hh. Usage of Computers by Transfer Alumni 24
1- Use of Computer Terminal or Microcomputer by Alumni. 24
2- Location where Micro or Terminals Used 24
3- Other Micros or Computer Terminals Used at Harper. 24
4- Courses Alumni Used Microcomputer Terminals. 25
5- Usefulness of Computers or Terminal Work to Present Situation. . 25
6- Problems Using or Getting Access to the Microcomputers 25
7- Types of Problems Using or Getting Access to Microcomputers. . . 26
8- How Using Computer or Terminal Was NOT Helpful to Students in Present Situation. 26-27
9- How Using Computer or Terminal Helped Students in their Present Situation. 27-28
ii. Change in Education or Vocational Goals 29
jj. Services Used in Making Changes 29
kk. Evaluation of Academic Advising at Harper 29
1- How Advising Received from a Counselor was NOT Helpful 30
2- How Advising Received from a Counselor was VERY Helpful. 30-32
3- How Advising Received from Faculty Member was Helpful. 32-34
4- How Advising Received from Faculty Member was Not Helpful . . . 34
ll. Student Activities by Rank Order of Their Net Benefit to Alumni . . 35
mm. Other Activities Which Were of Most Benefit 36
nn. Evaluation of Office of Financial Aid 36
oo. HARPER EXPERIENCE - Hours Worked Per Week While Attending Harper. . 37
pp. Relation of Work to Major Field at Harper College 37
qq. Hours Spent Per Week in Extracurricular Activity. 37
rr. Hours Spent Per Week Informally in Student Center 38
ss. Other Comments. 38-43
1- Summary of Other Comments. 43
2- Types of Comments Mentioned. 43
tt. Data Section Comparing Alumni Leaving Harper to Alumni Remaining at Harper for a Third Year. 45-50
uu. Harper Transfer Compared to Other Groups of Students. 52
vv. Harper Transfers versus Other Groups as to GPA by Discipline. . . . 52
ww. Harper Transfers versus Other Groups at Various Illinois Public Universities as to GPA. 53
xx. GPA at Southern Illinois University by Discipline 53
yy. GPA at Western Illinois University by Major Field 54

VII. Appendix
- Survey Instrument with Cover Letter

PURPOSE

The purpose of this study was to follow up all transfer oriented students one year after they had accumulated at least 48 semester hours of credit at Harper College. The study also examined transfer student data sent to Harper by the senior colleges and universities. This research project was designed to help evaluate how well Harper prepares its students to transfer into baccalaureate degree programs at a number of colleges and universities.

POPULATION SURVEYED

All 841 transfer oriented students who reached 48 or more semester hours during the 1986-1987 academic year were surveyed. After follow-up procedures were completed, the return rates achieved were:

	Number	Percent
Mail Responses	235	27.9
Responses Received Over the Phone	396	47.1
Total Number of Responses	631	75.0
Refused to Answer	15	1.8
Non-Forwardable	30	3.6
Could not be Reached by Phone	165	19.6
Total	841	100.0

In addition, all transfer data sent to Harper from senior institutions from 1986 to present was analyzed and included in this study.

METHOD USED

The survey form, shown in the appendix, was developed by the Office of Planning and Institutional Research in 1969 and modified over the years using input from vice presidents, deans, and directors. This instrument requests students' current status, evaluation of Harper, and activity pattern while at Harper. This instrument and the cover letter were mailed to the target population one year after they had accumulated 48 hours at Harper. Three weeks later, a second mailing was sent to the non-respondents. After another three weeks, those still not responding were surveyed over the telephone. This study was conducted every year in the early history of Harper, but since 1975 it has been conducted every other year. Data from this 1987 alumni study is compared with data from the past surveys.

DISCUSSION OF RESULTS

Again, there was a big change in what the 1987 transfer alumni were doing a year later as compared to past transfer alumni. This time the percentage of full-time employed dropped slightly from 41 percent to 39 percent. However, the percentage of alumni going to school full time, but working part time, went up to 24 percent compared to 17 percent during the last study. As in the prior studies, the largest percent of students were enrolled in college full time and not employed. The percentage of alumni not working while going to school is steadily decreasing, whereas the number of students working is increasing. Only .5 percent were unemployed and not enrolled. There was a resurgence of alumni enrolling in college a year later. The last survey reflected only 63.5 percent attending college a year later, this year 74 percent enrolled.

DISCUSSION OF RESULTS (continued)

Most of our transferring alumni had business majors while at Harper which was comparable to past years. The other largest category reflected a humanities and liberal arts major. The biggest increase from the last study, 1.9 percent to 5.6 percent, was education.

Similar to prior years, about 34 percent of our alumni who did not get a degree stated they preferred to transfer to another college. However, contrary to recent studies, the percentage of students remaining at Harper increased to 19.7 percent, the highest percentage since 1979. Most of the students were employed in the business or finance area, others were involved in office or clerical and retail stores. Thirty-four percent of our Harper alumni were employed in positions that are classified as beginning professionals. There was a noticeable increase in the number of alumni employed in unskilled labor (14%). The trend continued in that the average salary of our alumni increased to $20,765. Most of the alumni found their jobs through a friend or relative. The second largest category was finding jobs on their own, but this category has steadily declined as more and more students are relying on outside sources to find a job. The jobs worked at are generally in the northwest suburbs (66.8%) while other jobs were in other Chicago suburbs.

Areas that our alumni stated benefited them by attending Harper were in the communication areas: verbal, person-to-person, and written. The least beneficial areas were specific job knowledge and technical job skills.

According to a HEGIS/IPEDS resident survey there has been an increase in students transferring to Illinois colleges rather than going outside the state. The study reflected 18.5 percent of the undergraduate transfers went outside Illinois in the fall of 1979, whereas in 1986 it was down to 12.2 percent. The percentage of undergraduate transfers compared to freshmen enrollment indicated more freshmen enrolled outside of the state ('79 - 13.2%, '86 - 14.3%) than the undergraduate transfers. Only 9.2 percent of our transfer students went to out-of-state schools. Most of Harper transferring alumni (56.7%) went to one of our public state universities. The most prominent school transferred to was Northern Illinois University. The most popular private school our alumni transferred to was Roosevelt with DePaul being a close second. Illinois State jumped to the second most popular and Illinois/Circle dropped to fourth.

As in the past, most of our alumni majored in business at their new institution. Engineering was the second largest major at the new school. In general, most alumni continued their Harper major at the new institution. The alumni found in most situations that their courses were easily transferred to their new school. In fact, 52.7 percent of them stated all their courses transferred. The alumni who found that courses did not transfer stated they did not investigate carefully enough the transfer requirements. Another 13.5 percent stated they did not expect all their courses to transfer. Again, our alumni have fared well at the new institution. Sixty percent of them earned a GPA of 3.0 or better. Only 1.5 percent had a GPA of under 2.0. Although only 35 percent of these same alumni earned a GPA of 3.0 or better while at Harper, their average GPA increased from 2.80 to 2.99 at their new institution.

When comparing the performance of our transferring alumni at the new school with their Harper performance, the Harper alumni improve their GPA at the new institution other than the University of Illinois at Champaign. For the period of our past seven studies, the cumulative statistics reflect the same information. However, our alumni who transfer to the University of Illinois at Champaign generally have better Harper GPAs than those who transfer to other schools. Material received from the individual state schools show that Harper transfer students have similar transfer GPAs to those of other community college transfer students. The native University of Illinois at Champaign students consistently graduate with higher GPAs, have a higher

graduation percentage, and have a better retention ratio than Harper alumni do. However, in all these categories, the Harper alumni are comparable to other community college transfer students.

The annual cost for the alumni attending school has steadily increased. The average cost per year reported by this survey was $4,892, above the $4,734 reported in the last survey. Most stated their annual cost to be in the $5,000-$6,000 range (14/3%). The second largest range reported was $6,000 to $7,000 (13.6%). The continued increase in annual cost could explain the increase in alumni remaining at Harper rather than transferring to a four-year school and the closer attention students are paying to ensuring that their courses will transfer.

In most cases the alumni stated that their experiences at Harper were positive ones. Specific services that had positive reactions were the Hearing Impaired Services, Disabled Student Services, human potential courses, teaching faculty, and the tutoring and study skills improvement. A significant change in popularity was the Women's Program. Again it was rated highly by the alumni as it was in the 1985 survey. The rating of the tutoring service for Harper vastly exceeded the evaluation this type of program received at the new institution. Not surprisingly, intramurals at other colleges rated much higher than at Harper.

The alumni were surveyed to determine which courses were the most beneficial courses taken at Harper. Speech courses at Harper received the most favorable responses compared to negative responses. Other courses receiving favorable mention were general business and English courses. The alumni suggested Harper could offer additional courses in business, communications, literature, and humanities. Courses in these areas would be a benefit to the Harper curriculum.

The survey reflected a favorable assessment of the Learning Resources Center. The few complaints focused on the noise level of the study areas.

Our alumni were questioned on their micro or terminal computer use at Harper. Over 50 percent of the alumni used these computers at one time or another. Not surprisingly, the most common courses involving the student using our computers were data processing and math/statistical courses. Only 33 percent of the alumni claimed using the computers helped them in their present situation, whereas 50 percent did not even use the computers.

The 1987 alumni made fewer educational or vocational goal changes compared to the past. Sixty-five percent made one single change, the highest percentage recorded in recent years. Those who made some change did so as the result of discussions they had with friends or relatives (38%). Another 37 percent made changes based upon their use of counseling services. Most of the alumni utilized counseling (64%) and about 72 percent stated the advice received was useful. The faculty was utilized by 32 percent of the alumni regarding career decisions. Of those who used counseling, only 12.6 percent found the advice not useful. Whenever the faculty was utilized, only 6.3 percent of their advice was not considered helpful.

Comparable to prior years, 72.8 percent of our alumni either did not qualify or require financial aid. Only 1.5 percent were turned down and dissatisfied with the Financial Aid Office. There has been a trend toward alumni working over 30 hours per week. The survey reported a new high for students working over 30 hours - 29.8 percent. The average hours worked per week also reached a new high at 23 hours. So even though the percentage of alumni needing or qualifying for financial aid is comparable to the past, the amount of hours students work per week has slowly been growing. Most of the alumni who work, work at jobs that are not related to their major field while at Harper. Despite the fact there is an increase in hours worked per week by the students, the average hours

DISCUSSION OF RESULTS (continued)

students spent on extracurricular activity reached a high of 1.78 hours per week. The percentage of alumni involved to any extent with extra curricular activity was 24.1 percent, the highest since our 1975 alumni survey. Yet the average hours spent per week on socializing was at a low of 2.91 hours per week.

Most of the alumni provided favorable comments about Harper. Their overall experience was beneficial with many fine comments about the faculty. Most considered Harper very valuable as a stepping stone to a four-year college.

MAJOR CONCLUSIONS

With the steady increase in the cost of education, a number of things are resulting. First, there are more students working while getting their education. More alumni than ever are remaining at Harper rather than immediately transferring to a four-year institution. The transferring alumni evidently are paying closer attention to transfer requirements and fewer are making educational or vocational changes while in school. These alumni are becoming more focused early on when setting goals. With the rising cost of education, students are less prone to switching their goals as they cannot afford the luxury of changing goals as they did in the past.

Harper alumni continue to have success when transferring to four-year institutions. The results of the survey reflect improved GPA averages at the new school. Most of the alumni stated their experience at Harper was positive which helped prepare them for the new institution. Our alumni tend to transfer to one of our state or public schools, rather than going on to a school out of state.

The school most of our alumni transfer to continues to be Northern Illinois University. Illinois State was the second most popular as the University of Illinois/ Circle dropped to fourth in popularity. DePaul has steadily increased and is now fifth most popular, an increase close to 100 percent over the last several years. Again, most of our alumni transfer into business majors. Engineering continues to be the second highest major.

SUMMARY OF RESULTS

Major Field While At Harper

	1977	1979	1981	1983	1985	1987
Business	33.1	31.9	33.8	32.1	33.7	35.8
Humanities and Liberal Arts	24.1	23.3	25.2	22.2	21.1	23.1
Engineering	7.0	9.9	8.3	9.4	10.9	8.8
Education	2.8	2.2	2.5	6.2	1.9	5.6
Biological Sciences	8.0	9.0	6.4	5.5	7.6	4.4
Psychology	2.9	1.5	2.0	3.7	5.2	4.0
Art	5.8	6.9	4.2	3.8	6.0	3.9
Premedical Field	2.3	3.1	2.3	3.7	3.3	3.8
Other Social Sciences	3.4	2.5	3.8	2.5	1.5	3.0
Physical Science	1.8	2.9	4.9	2.1	1.8	2.0
Music	1.5	1.9	2.5	2.8	2.3	1.5
Communications	.8	.6	.6	1.2	.8	1.3
Mathematics	1.5	2.0	.8	1.8	2.2	1.1
Physical Education	2.5	.3	1.9	2.5	1.3	.9
Pre-Law	1.5	1.1	.7	.4	.2	.4
Architecture	1.0	.9	.1	.1	.2	.4
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	398	324	683	679	474	556

Present Status

	1977	1979	1981	1983	1985	1987
Employed FT, not enrolled in college	17.6	10.2	18.2	20.1	28.3	21.6
Employed FT, enrolled in college part time	12.8	15.4	9.4	7.1	10.5	14.3
Employed FT, enrolled in college full time	1.8	4.0	3.1	1.9	2.1	3.0
Enrolled in college FT, employed part time	19.3	20.0	18.9	17.8	17.2	24.3
Enrolled in college FT, not employed	36.4	34.3	33.4	39.8	29.1	28.1
Enrolled in college PT, employed part time	5.3	5.3	4.2	5.3	3.6	3.6
Employed PT, not enrolled in college	1.5	2.8	6.4	3.5	3.3	2.4
Enrolled PT, not employed	2.5	5.6	2.9	2.4	1.0	.5
Armed Forces	.3	0	.4	.1	0	.1
Unemployed, not enrolled but seeking employment	.7	.6	1.9	.9	2.1	.5
Homemaker	1.8	.6	.6	.7	1.3	1.1
Unemployed or not enrolled, other situations	0	1.2	.6	.4	1.5	.5
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	398	324	683	681	477	630

Educational Goals

	1977	1979	1981	1983	1985	1987
Presently enrolled FT in college	57.5	58.3	55.4	59.5	48.4	55.7
Presently enrolled PT in college	20.6	26.2	15.8	14.7	15.1	18.5
Plan to return to college next year	8.3	5.3	13.6	11.5	9.7	8.8
Plan to return to college some day	7.3	4.3	6.5	5.4	13.7	10.2
Enrolled now in specific training program	.3	.3	.8	.4	.4	.2
Have no plans at present to continue education	3.0	2.5	1.9	3.8	6.7	3.7
Educational plans unknown	3.0	3.1	6.0	4.7	6.0	2.9
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	398	324	682	681	634	625

Graduation from Harper

Associate in Applied Science	1.8	5.9	1.8	2.9	2.7	.8
Associate in Science	13.1	19.2	23.6	19.4	19.5	15.1
Associate in Arts	40.9	41.8	29.5	31.4	41.0	47.7
Associate in Liberal Studies	0	.3	0	.3	.2	.3
Combination of Degrees	.7	2.8	1.6	1.2	3.2	1.4
Certificate	2.3	.6	.9	.3	1.1	1.1
No Degree or Certificate	41.2	29.4	42.6	44.5	32.3	33.6
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	398	323	682	681	476	642

Reasons For Not Getting Degree

Preferred transferring to another college	37.7	31.6	24.1	35.8	35.7	34.3
Did not meet all the requirements yet	4.2	7.4	37.5	39.9	36.7	22.7
Still enrolled at Harper	38.9	37.9	15.7	10.9	7.5	19.7
Had taken all courses I originally wanted to take	2.4	3.1	4.1	1.0	2.6	6.9
Did not want degree	0	5.2	8.9	4.9	8.8	4.2
Job Demand	1.2	0	.7	1.2	3.6	3.9
Educational goals were not defined	2.7	1.0	2.5	.7	1.6	2.4
Saw no relationship between courses and my personal, occupational or educational goals	1.2	1.1	.3	.3	.3	1.7
Personal problems	4.5	2.1	.5	.3	1.6	1.5
Family responsibilities	.6	0	.7	.7	1.6	.9
New job opportunity	1.8	0	.3	1.5	.7	.9
Harper offered no further courses I wanted	3.6	1.1	1.7	.5	1.3	.8
Moved	1.2	0	.9	.7	0	.1
GPA was too low	0	0	0	0	.6	0
Did not bother to petition	--	--	--	1.3	0	0
Left Harper without transferring to another institution or specifying why they did not complete a degree at Harper	0	9.5	1.7	.3	0	0
Was not given proper guidance	0	0	0	0	0	0
Problem in financing further education	0	0	.4	0	0	0

EMPLOYMENT

Classification of Present Occupation

	1977	1979	1981	1983	1985	1987
Business or Finance	15.9	20.7	12.1	16.9	14.6	17.5
Office or Clerical	13.1	14.0	11.5	9.9	15.3	13.0
Retail Stores	12.2	14.9	13.4	9.9	10.0	10.2
Sales	4.5	6.2	7.1	10.1	8.1	8.1
Food Service	8.1	7.8	10.6	10.8	7.8	7.7
Unskilled/Custodial	--	--	5.3	3.7	2.9	7.3
Trades	7.9	9.1	4.3	5.5	5.7	6.8
Medical Fields	4.7	6.2	4.4	4.7	7.6	5.6
Engineering or Related Technology	5.2	3.3	4.3	3.2	5.5	5.5
Educational	5.2	5.0	3.7	4.4	3.4	5.0
Computer Field	--	--	3.1	3.7	3.8	3.1
Social or Religious	2.8	1.2	2.0	1.1	2.9	2.7
Factory/Semiskilled	10.3	3.3	7.3	2.6	3.6	2.2
Other	0	0	0	0	0	1.1
Legal, Governmental or Political	3.4	3.3	1.7	2.4	.8	.9
Communication or Entertainment	0	1.7	2.4	2.8	3.3	.8
Police/Fire/Security	--	--	1.5	2.6	.6	.8
Art or Humanities	1.1	.4	1.8	1.2	1.5	.6
Scientific	1.3	2.5	.9	.5	.8	.5
Transportation	3.9	0	2.1	2.4	1.3	.3
Agricultural or Environmental	.4	.4	.5	1.6	.5	.3
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	233	121	399	379	308	429

Level of Employment

Status Rating	Status Description						
1	Unskilled labor	14.4	13.5	11.7	7.4	6.3	14.0
2	Semiskilled labor	34.9	25.4	33.2	29.1	25.5	25.7
3	Technical/Skilled labor, foreman	17.5	17.8	17.9	16.7	15.9	15.7
4	Beginning Professional	27.9	31.9	29.9	35.7	42.2	34.1
5	Experienced professional second line supervision	4.4	10.3	7.0	10.1	9.1	7.5
6	Researcher/Middle Management	.9	.6	.3	.5	.7	.5
7	Vice President Level or Higher	0	.5	0	.5	.3	2.5
		100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		229	185	394	378	302	422
Mean Status Rating		2.76	3.04	2.88	3.16	3.26	3.07

Relatedness of Job to Major at Harper

Index	Degree of Relatedness	1977	1979	1981	1983	1985	1987
3	Identical	10.9	13.9	7.7	10.8	14.6	10.5
2	Closely Related	13.9	22.5	16.5	15.8	19.2	17.7
1	Somewhat Related	18.7	20.8	23.0	17.4	26.3	10.8
0	Not Related	56.5	42.8	52.8	56.0	39.9	51.0
		100.0	100.0	100.0	100.0	100.0	100.0
	Number of Responses	230	182	405	379	308	433
	Mean Relatedness Index	.79	1.07	.79	.82	1.08	.88

Annual Salary Range

Under $7,000	13.9	1.2	.6	1.2	3.1	1.3
$ 7,000 - $ 8,999	13.9	9.5	3.3	4.7	1.5	2.7
$ 9,000 - $ 9,999	14.8	15.5	6.1	4.1	3.0	1.3
$10,000 - $11,999	15.7	19.0	13.3	14.1	12.9	8.0
$12,000 - $14,999	21.7	15.5	25.0	18.2	18.2	15.9
$15,000 - $19,999	14.8	15.0	28.9	25.9	25.7	25.7
$20,000 - $24,999	3.5	7.1	13.9	17.7	23.5	20.8
$25,000 - $29,999	1.7	6.0	3.9	9.4	7.6	11.1
$30,000 - $39,999	0	1.2	3.3	4.7	3.0	10.2
$40,000 - $50,000	0	0	1.7	0	1.5	.9
Over $50,000	0	0	0	0	0	2.2
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	115	84	180	170	132	226
Mean Salary	$11839	$14497	$16881	$17588	$18062	$20765
Median Salary	$10944	$12923	$15288	$16477	$17132	$19008

Areas That Benefited Students While at Harper College

	1983		1985		1987	
	Number	Mean Index	Number	Mean Index	Number	Mean Index
Broadened Horizons	161	1.30	134	1.51	144	1.15
Maturity and Self Confidence	170	1.18	136	1.38	143	1.19
Verbal Communication Skills	--	--	--	--	146	1.25
Person-to-Person Communication Skills	171	1.01	135	1.27	142	1.20
Written Communication Skills	--	--	--	--	146	1.16
Managerial Skills	165	.73	127	.85	139	.76
Specific Job Knowledge	163	.54	132	.73	145	.59
Technical Job Skills	162	.47	130	.68	143	.52

Index: 2 = Harper helped considerably
1 = Harper helped somewhat
0 = Harper did not help at all

Method of Finding a Job	1979	1981	1983	1985	1987
Family, relative, or friend helped me	32.3	25.4	23.9	31.4	31.6
Found my job all on my own	9.7	38.2	27.5	29.4	21.2
Newspaper	17.8	12.0	11.2	16.4	19.8
Working on same job which I had before enrolling at Harper	15.3	12.5	20.2	10.8	7.7
Placement office helped me	8.9	0	0	0	5.2
Employment agency	3.2	4.4	2.5	3.7	3.3
Self-Employed/Family Business	--	--	--	--	3.3
Employer approached student	0	0	0	.6	2.2
Another college helped me	3.2	.8	1.1	2.3	1.9
Faculty member helped me	2.4	.8	3.4	.5	1.2
State Job Service	1.6	2.6	5.1	2.0	.8
Temporary employment service	0	0	0	.3	.7
Other college staff or offices helped	--	.8	1.7	0	.5
Coordinator of my program	4.8	1.3	0	1.3	.2
Internship program at Harper	0	0	0	.2	.2
Professional Association	--	--	--	--	.2
Placement test	.8	.2	.6	.5	--
Armed Services	0	0	0	.3	--
Public library, park district, community theater, high school, church	--	.8	1.7	.3	--
Employer referral	--	.2	1.1	0	--
	100.0	100.0	100.0	100.0	100.0
Number of Responses	124	388	178	306	425

Geographic Location of Jobs

Job Location	Distance Index	1979	1981	1983	1985	1987
Downtown	2	5.4	4.2	3.4	8.0	5.5
Outer fringes of Chicago	1	9.2	3.1	4.1	3.4	1.3
Northwest Suburbs	0	52.4	72.7	78.8	70.1	66.8
Other Chicago Area Suburbs	1	16.8	9.5	7.1	7.3	17.2
Within 40-100 miles of Harper	3	7.6	5.6	2.1	7.0	2.2
100-500 miles away	4	7.0	3.4	1.3	2.6	3.1
More than 500 miles away	5	1.6	1.5	3.2	1.6	3.9
		100.0	100.0	100.0	100.0	100.0
Number of Responses		185	405	379	308	434
Mean Distance Index		.96	.59	.46	.66	.70

EDUCATION INFORMATION

College or University Enrolled In

	All Alumni Enrolled in College					
	1977	1979	1981	1983	1985	1987
Harper	26.1	41.3	22.1	22.6	14.0	20.3
Northern Illinois	24.8	14.8	21.3	15.4	15.7	16.6
Other Colleges	9.1	8.5	10.6	9.9	8.0	9.6
Illinois State	5.2	5.9	6.1	7.1	5.3	8.2
Roosevelt	.3	1.8	4.9	3.4	6.8	6.0
University of Illinois/Chicago	5.2	3.3	4.1	5.5	10.0	5.0
DePaul	.6	1.1	1.8	2.4	3.2	4.6
University of Illinois/Champaign	5.2	4.4	6.8	6.3	8.0	4.5
Eastern Illinois	.6	4.4	2.0	4.0	3.7	4.1
Northeastern Illinois	4.8	1.5	3.1	4.0	3.0	3.7
Southern Illinois	6.4	3.7	1.9	3.0	6.0	3.0
Elmhurst	1.0	1.5	2.3	1.8	2.7	2.8
Loyola	1.9	1.9	3.5	2.2	2.3	2.8
Columbia College	0	0	.6	.6	.3	2.8
Western Illinois	1.6	1.5	1.6	3.2	2.0	.9
Bradley	.3	.7	.8	1.6	.7	.7
University of Iowa	.7	.4	.6	1.2	.7	.7
University of Wisconsin/Madison	1.6	1.5	1.0	.4	.7	.7
Arizona State University	1.6	.7	.9	1.0	.3	.7
IIT	0	0	.6	0	0	.7
Art Institute of Chicago	0	.3	.2	0	.7	.4
University of Arizona	1.3	.4	0	.2	0	.4
Triton	0	.4	0	.2	1.0	.2
University of Wisconsin/Whitewater	0	0	.2	.2	.7	.2
Oakton	0	0	0	0	.7	.2
Trinity College	0	0	.8	.2	.3	.1
College of Dupage	0	0	.6	0	0	.1
Barat College	.3	0	0	.6	1.0	0
Wheaton	.3	0	0	.2	1.0	0
National College of Education	.3	0	.4	.2	.6	0
Lake Forest College	0	0	0	.8	.3	0
George Williams College	.3	0	.4	.8	.3	0
Western Michigan	.3	0	.2	.6	0	0
Marquette	0	0	.6	.4	0	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	311	271	489	504	300	463

EDUCATION INFORMATION (continued)

College or University Enrolled In

Only Alumni Who Left Harper College

	1977	1979	1981	1983	1985	1987
Northern Illinois	33.5	25.2	27.3	20.0	18.2	20.9
Other Colleges	12.2	14.4	13.4	12.8	9.3	12.0
Illinois State	7.0	10.1	7.9	9.2	6.2	10.3
Roosevelt	.4	3.1	6.3	4.4	7.9	7.6
University of Illinois/Circle	7.0	5.6	5.2	7.2	11.6	6.2
DePaul	.8	1.9	2.4	3.1	3.7	6.0
University of Illinois/Champaign	7.0	7.5	8.7	3.2	9.3	5.7
Eastern Illinois	.8	7.5	2.6	5.1	4.3	5.2
Northeastern Illinois	6.5	2.6	3.9	5.1	3.5	4.6
Southern Illinois	8.7	6.3	2.4	3.8	7.0	3.8
Elmhurst	1.3	2.5	2.9	2.3	3.1	3.5
Loyola	2.6	3.2	4.5	2.8	2.7	3.5
Columbia College	0	0	.8	.8	.4	3.5
Western Illinois	2.2	2.6	2.1	4.1	2.3	1.1
Bradley	.4	1.3	1.0	2.1	.8	.8
University of Iowa	.9	.6	.8	1.5	.8	.8
University of Wisconsin	2.2	2.5	1.3	.5	.8	.8
Arizona State University	2.2	1.2	1.2	1.3	.4	.8
IIT	.4	0	.8	0	0	.8
Art Institute of Chicago	0	.6	.3	0	.8	.6
University of Arizona	1.7	.7	0	.3	0	.6
Triton	0	.6	0	.3	1.1	.3
University of Wisconsin/Whitewater	0	0	.3	.2	.8	.3
Oakton	0	0	0	0	.8	.3
Barat College	.4	0	0	.8	1.1	0
Wheaton	.5	0	0	.3	1.1	0
National College of Education	.4	0	.5	.2	.8	0
George Williams	.5	0	.5	1.0	.4	0
Lake Forest College	0	0	0	1.0	.4	0
Trinity College	0	0	1.0	.3	.4	0
Western Michigan	.4	0	.3	.8	0	0
Marquette	0	0	.8	.5	0	0
College of DuPage	0	0	.8	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	230	159	381	390	258	368

Other Colleges or Universities Enrolled in by 1987 Transfer Alumni

American Academy of Art
Knox College
Calif. State Polytech University
Embry Riddle, Arizona
Illinois Benedictine College
Mallinkrodt College
Ray College of Design
Rosary College
Southwest Missouri State Univ.
Univ. of Guelph, Ontario
University of Wisconsin/Stout
Eau Claire, La Crosse, Parkside
College of Lake County
Mundelein College
Carthage College
Florida Atlantic University
Indiana University
Miami, Ohio
Ripon College
San Diego State University
Texas Christian University
University of Minnesota
Western Michigan
Harrington Inst. of Int. Des.
Winona State University
College of Design
Governors State
Kishwaukee Community College
Mount Saint Clare College
Rochester Inst. of Technology
Sangamon University
Troy State University
University of New Mexico
Western State College, Colo.

Class Standing

Class Level	Level	1977	1979	1981	1983	1985	1987
Freshman	1	.6	.7	.2	.6	.7	.7
Sophomore	2	22.3	21.6	16.7	17.1	7.3	14.2
Junior	3	66.7	56.4	62.5	69.2	47.0	38.5
Senior	4	7.8	19.8	17.7	10.5	38.0	41.2
Professional School	5	0	.4	1.9	1.2	.7	.4
Graduate School	5	.6	0	.2	1.0	4.7	2.4
Unclassified		2.0	1.1	.8	.4	.8	2.6
Number of Responses		309	273	486	504	299	459
Average Class Level		2.85	2.97	3.05	2.97	3.41	3.24

Present Major Field	1977	1979	1981	1983	1985	1987
Business	34.0	37.1	33.0	34.2	31.7	35.6
Engineering and Technology	8.1	11.6	11.0	9.5	13.5	7.9
Education	6.8	4.6	4.7	6.6	3.5	6.6
Other Social Sciences	4.4	3.5	6.0	5.6	4.7	5.8
Psychology	4.7	2.7	4.2	5.3	5.4	5.5
Humanities and Liberal Arts	3.2	5.1	4.9	3.4	4.0	5.4
Medical and Health Fields	3.2	7.0	5.6	5.5	7.0	4.9
Art	7.0	5.1	3.8	3.4	3.7	4.0
English/Literature/Speech/Theater	1.0	1.1	2.4	2.4	3.5	4.0
Journalism	1.9	1.9	1.9	5.7	3.3	3.2
Physical Science	1.8	2.7	2.4	1.0	1.0	3.2
Computer Science	1.6	1.1	4.6	3.8	3.4	3.0
Biological Sciences	3.7	6.5	3.8	4.7	6.0	2.6
Law Related	2.9	1.6	2.4	.6	.3	1.6
Mathematics	1.3	1.1	1.3	1.6	1.7	1.5
Physical Education & Recreation	4.2	1.6	2.5	1.8	2.0	1.4
Home Economics	1.9	1.6	1.3	1.0	1.0	1.0
Language	1.0	.6	1.4	.1	.3	1.0
Agriculture and Conservation	2.9	1.6	1.0	.2	1.7	.7
Architecture	.3	0	.4	.4	.7	.5
Music	--	1.9	1.2	2.6	1.3	.3
Other	1.0	0	0	0	0	.2
Food Service & Hotel Management	1.0	0	.2	.6	.3	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	309	185	489	503	299	455

Relatedness of Major at Present College to Major at Harper

Relatedness Index	Degree of Relatedness	1977	1979	1981	1983	1985	1987
3	Identical	53.5	46.8	39.2	46.8	38.5	41.9
2	Closely Related	20.9	30.2	29.5	24.5	29.1	21.9
1	Somewhat Related	16.0	14.9	20.8	17.5	18.6	20.7
0	Not Related	9.6	8.1	10.5	11.2	13.6	15.5
		100.0	100.0	100.0	100.0	100.0	100.0
	Number of Responses	282	235	482	498	290	444
	Mean Relatedness	2.18	2.16	1.97	1.07	1.92	1.90

Transferability of Courses

Portion of Courses Taken at Harper Which Were Transferred	1977	1979	1981	1983	1985	1987
0 - 20 percent	0	1.3	1.4	1.0	.4	1.9
20 - 40 percent	0	.9	1.4	1.0	2.2	.8
40 - 60 percent	1.9	2.3	3.1	1.9	2.2	1.9
60 - 80 percent	2.0	7.2	6.1	6.0	6.3	5.8
80 - 90 percent	11.0	9.4	10.6	15.3	13.0	9.6
All but 2 or 3 courses	11.4	12.6	14.6	16.9	15.7	15.3
All but one course	9.8	11.6	13.9	13.1	14.1	12.0
Transferred all courses	63.9	54.7	48.9	44.8	46.1	52.7
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	255	223	424	413	270	366
Mean percent of courses Transferred	94.9	91.3	90.2	90.6	90.5	92.5

Reasons Provided for Courses Not Transferable

	1987
Did not investigate carefully enough the transfer requirements	30.0
Did not expect classes to transfer	13.5
Was given misleading transfer information while at Harper	12.9
Changed mind while at Harper about college to which I would transfer	10.6
Classes were not comparable for transfer	9.4
Changed major at Harper or upon transfer	8.8
Classes were too remedial	8.8
Classes did not transfer due to grades	2.9
Did not know why classes did not transfer	2.9
Total	100.0

Grade Performance of Harper Alumni at Institutions They Are Now Attending Compared To Performance at Harper

Present College	1977	1979	1981	1983	1985	1987
Percent of students who earned a 3.0 cumulative GPA or better	58.3	63.9	60.5	57.2	56.9	60.0
Percent of students who earned below a 2.0 cumulative GPA	3.2	2.1	2.6	1.3	2.2	1.5
Mean cumulative GPA	2.98	3.03	3.00	3.00	3.01	2.99
Number of Respondents	218	238	352	458	137	340

While at Harper College	1977	1979	1981	1983	1985	1987
Percent of students who earned a 3.0 cumulative GPA or better	41.7	62.7	54.8	53.3	61.3	35.0
Percent of students who earned below a 2.0 cumulative GPA	.5	.8	2.4	1.3	.7	2.4
Mean Cumulative GPA	2.92	3.03	2.93	2.96	3.05	2.80
Number of Respondents	218	236	383	460	137	340

Annual Cost	1977	1979	1981	1983	1985	1987
Less than $500	15.0	9.9	9.3	7.8	4.3	10.8
$ 500 - $ 1,000	10.4	8.1	10.8	8.7	6.8	6.2
$ 1,000 - $ 1,500	8.1	3.7	7.0	6.0	3.1	5.0
$ 1,500 - $ 2,000	5.2	4.3	6.2	3.9	5.0	3.3
$ 2,000 - $ 2,500	12.1	8.1	4.9	4.3	4.3	3.1
$ 2,500 - $ 3,000	21.4	14.3	5.1	6.6	3.1	4.2
$ 3,000 - $ 4,000	(	28.6	17.6	13.6	11.2	8.0
$ 4,000 - $ 5,000	(	12.4	17.0	17.1	16.8	9.4
$ 5,000 - $ 6,000	(27.8	(10.6	11.3	15.9	16.2	14.3
$ 6,000 - $ 7,000	(	(	6.6	5.4	14.9	13.6
$ 7,000 - $ 8,000	(	(	3.2	4.1	3.1	8.0
$ 8,000 - $10,000	(	(	.8	4.5	6.2	6.6
$10,000 - $12,000	(	(	.2	2.1	3.1	4.0
$12,000 - $15,000	(	(	0	0	1.9	3.0
Over $15,000	--	--	--	--	--	.5
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	173	161	471	485	161	426
Mean cost per year	$2148	$2927	$3324	$3919	$4734	$4892

Honors Programs Participated in at Present College

- Advertising Honorary
- Honor's Course in area of major
- Departmental awards - 10 percent of my class
- Different major clubs
- Marketing Honor Society, American Marketing Association
- Scholars Program - specialized programs in leadership
- Tri Beta, National Honor Society for Science Majors
- Some engineering society looks good on the resume. I am a member and treasurer of ASME (American Society of Mechanical Engineers). There are others for other majors such as IIE, IEEE.
- Yes, Mortar Board. I was invited to join. I think Harper should look into setting up honor boards for their students - it will help to create more school spirit.
- Alpha Mu Gamma - Foreign Language Honor Society
- Phi Theta Kappa at Harper

Experiences at Harper Which Aided the Transfer Process or Which Made it More Difficult

- Excellent counseling staff.
- It was a real benefit for me that I received an AA degree from Harper.
- All of my classes transferred.
- I transferred with a degree and I did not have to take university studies classes.
- Compact benefits with NIU helped.
- I received a transfer scholarship.
- The physics courses at Harper prepared me for the work load and level of difficulty at U of I.
- Scholastic awards - alerted present college of possible scholastic awards there.
- My education at Harper fully prepared me for the transfer.
- School and swimming
- Got most of required courses taken care of at Harper.
- Easier - followed the program for U. of I. exactly.
- The college atmosphere.
- My transcripts were incorrect and my application was denied.
- Karen Keres and James McGrath helped me get a scholarship to the school I now attend.
- Working at a counseling center at Harper made the transfer run smoothly.
- Social psyche class made major choice and DePaul offered best program.
- Maturity - I could not last at a university if I tried after high school.
- My transcripts were not sent to Northern on time (not by my fault) which prevented me from getting the courses I needed as a junior.
- Having a compact agreement with ISU helped a great deal.
- I was able to save money!
- All or most of my experiences at Harper were excellent, learning and growing.
- Background class attendance - Going to Harper made college at NIU easier.
- The difficulty of Physics 201, 202 and 203 at Harper made the transition easier.
- The lesser amount of tuition with quality education really helped me.
- The money I saved helped me make it through Loyola. Harper gave me a good liberal arts background to do good at Loyola and the transferred courses helped me finish school in two years. Loyola gave people from other schools a hard time with transferred courses.
- I feel that Rusty Herzog and Ben Dallas are more professional and informative than my present art history teacher. THANK YOU!
- Harper did not have enough information on academy so I did not get much assistance.

Experiences at Harper (continued)

- Easier - the courses taken at Harper were very comparable in terms of difficulty.
- Besides maturing, getting my AS degree was extremely beneficial.
- I was undecided and able to save more money while at Harper. Also Harper's swim team gave me the national exposure to gain an athletic scholarship as an undergrad.
- My grades at Harper won me a scholarship - $2,000 per year.
- Easier, because it is not that different than a big university.
- While at Harper I grew up making my move to New Mexico and away from my family easier.
- Remind Harper students to have their final transcripts sent. It will make the process easier.
- Dr. Papandrea and Mr. Troyer were extremely patient and helpful in guiding me.
- The compact agreement made all of my courses transferable.
- Easier - compact agreement and Frances Brantley's knowledge.
- My humanities instructor recommended Northeastern making it easier.
- Harper failed to mail my final transcripts at my request in May 1987. As a result my fall classes in 1987 were almost dropped at U. of I.
- Policies could be made more clear and easy to understand - confusion was easy for me to fall into.
- My guidance counselor - Carol Saccomando.
- Compact agreement with NIU.
- Was given misleading information and poor advice by two different counselors.

Summary of Comments

	1983		1985		1987	
	N	PCT	N	PCT	N	PCT
Mixed Comments	26	19.4	13	14.1	1	1.9
Positive Comments	76	56.7	61	66.3	47	87.0
Negative Comments	32	23.9	18	19.6	6	11.1
Total	134	100.0	92	100.0	54	100.0

Performance of Harper Students at Other Institutions

	1977				1979			
	N	Harper GPA	New Inst. GPA	Change in Performance	N	Harper GPA	New Inst. GPA	Change in Performance
Northeastern	13	2.81	3.24	+.43	8	2.73	2.75	+.02
Eastern Illinois	2	3.30	3.40	+.10	11	2.85	2.65	-.20
Univ.of Ill./Circle	16	2.93	3.14	+.21	12	2.97	2.98	+.01
Southern Illinois	19	2.89	2.96	+.08	13	3.22	3.26	+.15
Western Illinois	5	2.86	3.24	+.38	6	2.87	2.93	+.06
Illinois State	15	2.84	3.01	+.17	22	2.86	3.02	+.16
Northern Illinois	72	2.83	2.83	0	46	3.07	3.00	-.07
Univ.Ill./Champaign	15	3.23	2.92	-.31	18	3.41	2.87	-.54
All new Institutions	218	2.92	2.98	+.06	238	3.03	3.03	0
	1981				1983			
Northeastern	15	2.89	3.13	+.24	19	2.89	3.42	+.53
Eastern Illinois	10	2.62	2.96	+.34	20	2.67	3.15	+.48
Univ.of Ill./Circle	20	3.09	3.11	+.02	27	2.93	3.17	+.24
Southern Illinois	9	2.98	3.09	+.11	16	2.75	2.88	+.13
Western Illinois	8	2.80	2.62	-.18	16	2.50	2.80	+.30
Illinois State	30	2.86	2.97	+.11	36	2.80	2.72	-.08
Northern Illinois	104	2.89	2.91	+.02	77	2.95	2.83	-.12
Univ.Ill./Champaign	33	3.23	3.00	-.23	31	3.25	3.12	-.13
All new Institutions	383	2.93	3.00	+.07	460	2.96	3.00	+.04
	1985				1987			
Northeastern	4	2.80	3.25	+.45	16	2.77	3.24	.47
Eastern Illinois	7	2.61	2.80	+.19	18	2.67	3.00	.33
Univ.of Ill./Circle	17	3.39	3.13	-.26	20	2.94	2.98	.04
Southern Illinois	10	2.88	2.94	+.06	13	2.55	2.69	.14
Western Illinois	2	2.99	3.10	+.11	4	2.27	2.70	.43
Illinois State	9	2.95	2.91	-.04	34	2.66	2.79	.13
Northern Illinois	27	3.03	2.84	-.19	73	2.85	2.85	.00
Univ.Ill./Champaign	15	3.44	3.03	-.41	19	3.21	2.99	-.22
All new Institutions	137	3.05	3.01	-.04	340	2.8	2.99	.19

Average of Past Seven Studies

Northeastern	111	2.89	3.30	+.41
Eastern Illinois	82	2.76	2.99	+.24
Univ.of Ill./Circle	153	2.97	3.07	+.09
Southern Illinois	112	2.86	2.99	+.13
Western Illinois	78	2.67	2.82	+.15
Illinois State	189	2.82	2.90	+.08
Northern Illinois	530	2.88	2.88	0
Univ.Ill./Champaign	202	3.24	2.98	-.26
All new Insts.	2387	2.91	3.00	+.09

EVALUATION SECTION

Areas of Harper as Rated by Students -- 1 = Excellent

2 = Very Good

3 = Average

4 = Of Little Value

	1977	1979	1981	1983	1985	1987
Hearing Impaired Service	--	--	1.69	1.68	1.69	1.77
Disabled Student Services	--	--	1.72	1.74	1.75	1.77
Tutoring/Study Skills Improvement	--	2.19	1.86	1.91	2.05	1.90
Human Potential Courses	--	--	1.98	2.10	1.75	1.94
Teaching Faculty	2.02	2.06	1.93	1.96	1.93	1.95
Women's Program	--	--	2.00	2.17	2.03	2.00
Remedial/Developmental Courses	--	--	2.06	1.98	2.07	2.00
Course Selection	2.17	2.12	1.99	2.00	1.96	2.06
Admissions Program	2.19	2.24	2.18	2.11	2.04	2.10
College Days/Nights	--	--	--	--	--	2.14
Learning Resource Center	2.03	2.20	2.05	2.14	2.05	2.19
Instructional Strategies	--	--	--	--	--	2.22
Internships or Field Experiences	--	--	--	--	--	2.22
Career Planning & Development Course	--	--	--	--	--	2.25
Laboratories	--	--	--	--	--	2.26
Records and Registration	2.25	2.35	2.24	2.15	2.17	2.27
Learning Atmosphere	2.33	2.99	2.26	2.30	2.17	2.28
Illinois Job Service	--	--	2.23	2.07	2.14	2.29
Workshops	--	--	--	--	--	2.29
Veterans	1.95	2.41	2.06	1.96	2.11	2.33
Health Service	2.19	2.28	2.11	2.16	2.26	2.34
Student Activities	2.59	2.96	2.45	2.39	2.39	2.43
Other Students	2.55	2.57	2.44	2.07	2.35	2.46
Financial Aid	2.56	2.69	2.26	2.35	2.33	2.51
Athletics	2.98	2.89	2.42	2.42	2.38	2.60
Food Service	2.46	2.66	2.67	2.61	2.56	2.60
Counseling	2.62	2.81	2.78	2.64	2.48	2.61
College Survival Skills	--	--	--	--	--	2.74
Intramurals	3.05	3.27	2.80	2.36	2.42	2.89
Placement	2.57	2.69	--	--	--	--

Evaluation of Harper Compared with Ratings of Other Colleges Attended

1 = Excellent
2 = Very Good
3 = Average
4 = Of Little Value
5 = Poor

Areas in Which Harper Rated Best	1983 Alumni Other College Rating	1983 Alumni Difference Other College Minus Harper Rating	1985 Alumni Other College Rating	1985 Alumni Difference Other College Minus Harper Rating	1987 Alumni Other College Rating	1987 Alumni Difference Other College Minus Harper Rating
Hearing Impaired Services	2.50	+ .82	2.50	+ .71	2.15	+ .43
Tutoring or Study Skill Improvement	2.42	+ .51	2.73	+ .68	2.74	+ .84
Disabled Student Services	2.17	+ .43	2.17	+ .42	2.20	+ .43
Illinois Job Service	2.54	+ .47	2.55	+ .41	2.59	+ .30
Records & Registration	2.53	+ .38	2.56	+ .39	2.66	+ .39
Remedial Development Courses	2.24	+ .26	2.43	+ .36	2.25	+ .25
Food Service	2.84	+ .23	2.83	+ .27	2.99	+ .39
Financial Aid	2.41	+ .06	2.55	+ .22	2.87	+ .36
Admissions Program	2.25	+ .14	2.21	+ .17	2.37	+ .27
Veterans Office	2.47	+ .51	2.25	+ .14	3.00	+ .67
Women's Program	2.34	+ .17	1.80	- .23	2.29	+ .29
Areas in Which Harper and Other Colleges Rated About Equal						
Course Selection	1.91	- .09	2.02	+ .06	2.07	+ .01
Learning Resource Center	2.04	- .10	2.02	- .03	2.23	+ .04
Teaching Faculty	2.04	+ .08	2.29	+ .29	2.03	+ .08
Human Potential Courses	2.19	+ .09	2.12	+ .37	2.00	+ .06
Counseling	2.05	+ .01	2.61	+ .13	2.54	- .07
Areas in Which Other Colleges Rated Best						
Other Students	2.09	+ .02	2.14	- .21	2.11	- .35
Intramurals	2.06	- .30	2.04	- .38	2.36	- .53
Intercollegiate Athletics	1.84	- .58	2.00	- .38	2.44	- .16
Student Activities	1.89	- .50	1.97	- .42	2.17	- .26
Health Services	2.10	- .06	2.32	+ .06	2.11	- .23
Learning Atmosphere	2.04	- .10	2.02	- .03	2.16	- .12

Courses by Rank Order of Their Net Benefit to the Alumni
-- Courses Nominated Ten or More Times are Included

	1985 Alumni			1987 Alumni		
	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	a/b	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	a/b
Speech	87	8	10.88	106	7	15.14
General Business	72	7	10.29	71	8	8.88
English	124	13	9.54	132	17	7.76
Psychology	104	20	5.20	103	18	5.72
Career Planning and Development	24	3	8.00	23	6	3.83
Economics	54	21	2.57	56	18	3.11
Sociology	56	19	2.95	66	22	3.00
Mathematics	106	17	6.24	93	37	2.51
Mechanical Engineering	7	6	1.17	9	4	2.25
Education	7	3	2.33	17	8	2.13
Biology	48	36	1.33	53	26	2.04
Literature	33	23	1.43	34	17	2.00
Humanities	35	29	1.21	53	28	1.89
Physics	20	10	2.00	15	8	1.88
Child Development	20	6	3.33	17	10	1.70
Data Processing	60	8	7.50	38	24	1.58
Anthropology	13	15	.87	19	12	1.58
Art	23	16	1.44	33	21	1.57
Chemistry	34	14	2.43	34	22	1.55
Political Science	11	9	1.22	17	12	1.42
Music	15	14	1.07	27	22	1.23
Physical Education and Recreation	15	10	1.50	17	14	1.21
Human Potential Seminar	11	3	3.67	6	5	1.20
Philosophy	41	40	1.03	45	38	1.18
Astronomy	6	15	.40	14	13	1.08
Foreign Languages	19	17	1.12	16	15	1.07
History	22	20	1.10	29	31	.94
Secretarial Science	14	4	3.50	7	8	.88
Physical Science	11	8	1.38	7	12	.58
Geology	10	13	.77	8	19	.42
Total	1,104	437	2.53	1,165	502	2.32

Courses by Rank Order of Their Net Benefit to the Alumni -- Courses Nominated Ten or More Times are Included

Year	Times Nominated as Most Beneficial Course	Times Nominated as Least Beneficial Course	a/b
1970	600	293	1.85
1971	1,208	582	2.08
1972	1,430	677	2.11
1973	1,085	420	2.58
1974	1,061	449	2.36
1976	940	447	2.10
1977	737	387	1.90
1979	821	397	2.07
1981	1,712	647	2.65
1983	1,557	578	2.53

Additional Courses Which Would Have Benefited Students If They Had Been Included in His/Her Curriculum

Math and Quantitative Skills -- 10
Math - 2
Micro computers, maintenance
Pascal programming
Computer applications
Computer logic
Computer graphics
CAD
JCL
Lotus

Communications, Literature and Humanities -- 15
Music - 3
Communications - 3
Acting/Theatre - 2
Art - 2
Creative Writing
Foreign Language
Spanish
Graphic Design
Dance

Education -- 5

Engineering -- 2
Mechanical Engineering
Engineering

Vocational -- 3
Automotive Technology
Architecture
Photography

Health Related Fields -- 4
Health Awareness - 2
Therapeutic Massage
Swimming

Business Related Courses -- 15
Advertising - 2
International - 2
Administration/Marketing - 2
Word Processing - 2
Personnel
Finance
General business
Trade and Development
Commodities
Travel Industry
World Market

Self Development -- 6
Career Planning & Development - 2
Survival Course
Interior Design
Stress
Study Skills Course

Theology -- 1
Theology

Social Sciences -- 6
Western Civilization
Psychology - 2
Sociology
Group relationships
Interpersonal relationships

Science -- 3
Physics
Biology
Chemistry

Summary of Types of Courses Which Would Have Benefited Former Students Had They Taken Them at Harper

Type of Course	ALUMNI CLASS 1977	1979	1981	1983	1985	1987
Communications, Literature and Humanities	8	14	18	33	19	15
Business	8	26	16	36	17	15
Math and Quantitative Skills	7	12	8	22	22	10
Social Science and Education	4	6	10	15	10	6
Self Development	9	4	5	7	10	6
Education	1	1	1	4	2	5
Health Related	4	1	1	5	6	4
Vocational	4	12	6	9	2	3
Sciences	1	7	4	15	1	3
Engineering	1	1	3	9	10	2
Agriculture Related	1	0	1	1	1	0
Total	48	84	73	156	100	69

Learning Resource Center Evaluation	Percent 1977	1979	1981	1983	1985	1987
I very seldom used the LRC	26.9	30.9	32.0	30.9	26.4	15.1
I found the LRC a good place to study	53.5	45.4	54.3	42.9	53.0	66.1
It was easy to find and check out almost all books needed	36.7	44.1	36.1	50.7	42.6	66.3
The AV material available in media section was very helpful	25.1	17.9	13.6	13.4	8.8	22.9
I had trouble getting much of the material needed	4.2	4.3	3.0	4.1	1.7	1.7
Other good comments	3.7	4.6	4.4	4.1*	3.2*	4.1
Other bad comments	2.3	7.1	3.3	1.9	2.9**	6.5**
Neutral comments	1.8	.3	1.0	1.3	.2	.7
Total Responded	215	215	394	680	477	629

* Half of good comments concerned Tutoring

** Over half of bad comments concerned noise level

Ways in Which Student Had Trouble
Getting Much of the Material Needed

- Most things I needed were never available. I went to another library.
- A lot of reference magazines were not available to the students.
- As an art major, I found little about the lesser known artists and admit there were more "picture" books than intelligent reading.
- Card system out dated.
- I found Arlington Heights Memorial Library a much better source of reference material.
- Should have better catalog system.
- Card catalogs difficult, but information booth was very helpful.

Other Comments About LRC

- It was too noisy.
- The people working there were always ready to help and are very knowledgeable.
- Typewriter use was helpful.
- Not enough space.
- A library is not a good place to study.
- Materials outdated.
- Some books were out when I needed them.
- Too much activity, too much talking.
- Good library.
- Did not use materials there.
- Used CRT often.
- It was hard to find books.
- Too quiet, and could not study because of that.
- Too many numbers.
- Very quiet and comfortable.
- Had to get used to the system, but it is the same one they use at Arizona State.
- Too many people talking - too open.
- Good for technical students.
- No, too many distractions. Too many of his acquaintances would be there and distract him.
- Average.
- I was tutored at the center.
- Did not find tutoring center helpful for accounting - Not very good.
- Hard time studying there.
- Organizational system was not the best.
- Too loud, not enough room, not a good place to study.
- They did not let me keep the books out long enough.
- Too much noise, I myself talked too much, other people talked too much.
- Arlington Heights library had more current information.
- Not enough video tapes of films.
- Used all the time.
- I really appreciated Harper now - for a 2-year school it had a lot of offer.
- I use Arlington Heights Memorial Library for 95 percent study material.
- Sometimes items I needed for research I could not find.
- A real nice library.
- Tutoring service indispensable.
- I enjoyed studying there but it was too noisy.
- Three to four times a week I used it.
- Mathematics tutor was great.
- I thought the tutoring center was well run.
- It was adequate.
- I did not use too often because the people who worked there were rude and insensitive to students.

Other Comments About LRC (continued)

- I felt it was average. I am much more impressed with Rosary's media center.
- Tutoring Center is excellent.
- I found the LRC to be very helpful and well organized.
- I found it helpful -- a good library.
- Set up study areas better.
- Books were difficult to locate.
- Sometimes, if on wrong side of library, it got noisy, some other parts of library were okay.
- Tutoring is good.
- Harper has a bad system.
- Finding material was not too difficult, but when help was needed, it was a great effort for the staff to leave their chairs to help or even communicate politely.
- Found it satisfactory.
- Out-dated technical books.

Usage of Computers by Transfer Alumni

Use of Computer Terminal or Microcomputer by Alumni

	1987	
	N	PCT
Often	154	24.6
A few times	186	29.8
Never	285	45.6
Total	625	100.0

Location where Micro or Terminals used

	1983		1985		1987	
	N	PCT	N	PCT	N	PCT
Building "I"	173	44.1	50	15.8	119	28.7
Mainframe	--	--	--	--	38	9.2
Word Processing	--	--	--	--	35	8.5
Micro	--	--	--	--	46	11.1
Building "J"	0	0	58	18.3	118	28.5
Micro	0	0	58	18.3	118	18.5
Building "D"	219	55.9	152	47.9	136	32.9
Instructional	219	55.9	152	47.9	136	32.9
Northeast Center	0	0	19	6.0	11	2.7
Micro	0	0	19	6.0	11	2.7
Building "H"	0	0	38	12.0	30	7.2
CAD/CAM	0	0	0	0	24	5.8
CAD/REL	0	0	0	0	6	1.4
Total	392	100.0	317	100.0	414	100.0

Other Micro's or Computer Terminals Used at Harper

Building "A" - 6	Physics Lab Courses - 2	Unknown - 4
Building "F" - 4	Building "E" - 1	
Building "B" - 1	Library - 1	

Courses Alumni Used Microcomputer Terminals

	1987	
Courses	N	PCT
Data Processing	244	50.6
Math or Statistics	132	27.4
Physics	24	5.0
Business	19	3.9
Word Processing	15	3.1
Engineering Technology	15	3.1
Chemistry	11	2.3
English	6	1.2
Electronics	4	.8
Music	3	.6
Other*	9	1.9
Total	482	100.0

*Consists of: Psychology - 2, Nutrition - 2, Architecture, Sign Language, Career Search, Advising, Biology, Career Search

Usefulness of Computers or Terminal Work to Present Situation

	1981	1983		1985		1987	
	PCT	N	PCT	N	PCT	N	PCT
Used computer or terminals but did not indicate if it helped or not	1.0	0	0	0	0	0	0
Use of terminal and computer a help in present situation	27.6	170	25.5	101	46.3	194	33.0
Not relevant to present situation	18.5	117	17.6	31	14.2	104	17.7
Did not use terminals at Harper College	52.9	379	56.9	86	39.5	289	49.2
Total	100.0	666	100.0	118	100.0	587	100.0

Problems Using or Getting Access to the Microcomputers

	1987	
Category	N	PCT
- Experienced no problems	285	85.6
- Did experience problems	48	14.4
Total	333	100.0

Types of Problems Using or Getting
Access to the Microcomputers

- The terminals were always very busy - 18
- Not enough computers - 5
- The computer printouts took a long time to print - 3
- The Apple computers were often busy, as were the printers, especially when a program was due.
- The terminals were down, they were not open at a certain time. The person running the computers did not know what he was doing - Building "H"
- Too crowded - the wait is too long, taking valuable time - need more terminals.
- They went down often, hard to get on at peak periods.
- Computer aides were very rude and preoccupied with their own projects. They should be truly willing to help the students.
- Too many people at night, too few terminals in lab.
- Operators losing key punch cards, waiting for terminals.
- Busy, had to sign up for times and could not always get the time you wanted.
- Yes, but not much.
- Once in a while they would break down.
- Sometimes - rarely.
- Sometimes all terminals were occupied, not enough terminals, not enough accessibility to full-time student - part-time students had more access.
- Too small of a room.
- I had to have permission to use them - no one told me or posted anything that showed we could use them for any program besides one for a class.
- Long line at end of semester.
- Only two computers used software.
- Busy on Saturdays.
- Overcrowded when the system was down.
- This was several years ago; however, at that time there were not enough modems for students in data processing.
- Not enough computers for volume of students.
- Long lines, not enough equipment for DP course.
- Only occasionally.

How Using the Computer or the Terminal
Was Not Helpful to Students in Present Situation

- I have not had a chance to use computers.
- I do not use computers on my job.
- I don't use computers at home or work.
- It will help me in the future.
- It may in the future.
- I don't use computers at home - it will help in the future.
- The class was too basic to use on the job.
- I used a different system at school.
- I don't use or like computers.
- I use a different system now.
- Do not need the experience.
- I don't program - I just punch in numbers and anyone can do that.
- Just background information.
- Don't take computer classes anymore but I am glad I took the class.
- My DPR 200 class was of no benefit to me at all.

How Using the Computer or the Terminal
Was Not Helpful to Students in Present Situation (continued)

- Presently in transition - unemployed.
- No, I just took a math class.
- Do not use computers at DePaul.
- It will help when I get a job.
- I don't use computers now, but I am glad I am familiar with them.
- Fortran might have helped but I did not take it.
- DPR 101 class not helpful - with that they should have personal computers available for homework, e.g., word processor.
- No, because my computer work is not data processing related.
- Intro to computer programming (Fortran) has not been very helpful for someone with my major. It would be more helpful if I was a computer science major.
- I did not follow up on data processing.
- Helped later in school.
- I don't use computers at school.
- I just took one Psyche class and it does not apply to my job.
- Different set up at ISU.
- The class doesn't have relevance to the outside world.
- It was mostly music discs I used.
- The classes I took at Harper were different than at Loyola.
- Did not learn enough in own field.
- Different class material.
- I presently am not working with computers at work or school.
- The class taught me the history of the computer - on my job I am on a program that Harper does not teach.
- I used the terminals twice and I have not found any use for Algebra in my daily life.
- It did not apply.
- I did not have enough exposure to the computer in my class.
- I used it for a statistics course - not something you need every day.
- I had a hard time with the class and have not used a computer since.
- Because I did not take advantage of the computers.
- I do not have one at home.
- I dropped the course.
- Just a hobby.
- PC's are confusing for people working on a mainframe.
- Was familiar with usage before Harper.

How Using the Computer or the Terminal Helped
Students in Their Present Situation

- I use computers at work.
- I use computers at school.
- Became more familiar with computers.
- Hands-on experience.
- Helps me with my home computer.
- I use computers at work and at school.
- I am a computer science major.
- To be more comfortable with using computers.
- I use computers at home and at work.

How Using the Computer or the Terminal Helped
Students in Their Present Situation (continued)

- Not yet, but the knowledge will help in the future.
- Constantly need more computer classes.
- I used it for graphic design at school.
- During the summer at my job.
- I train people on computers.
- I use computers to log in jury reports every day.
- Got me interested in computer science.
- I use word processors presently for my papers.
- I troubleshoot systems that use computers.
- Financial statements; hands on; very helpful - accounts payable.
- School and personally.
- Got job as computer operator, hands on, useful.
- Just having used them in the past.
- With CAD
- Exposure to a different system than our Wang system at work.
- Easier than a typewriter.
- I learned a great deal. NIU computer system is lousy in comparison.
- Accounting packages like Lotus
- I use computers for inventory control and product location.
- Everything today in business is computer related.
- Using many different types of computers helped me at NIU.
- All business situations make use of computers.
- Slightly helped me.
- Computers are vital to my major study area.
- Basic guideline for understanding Lotus.
- My major accounting has much to do with the computer - it is where I do all my work.
- I have a greater interest in them since I now know how to use one.
- Only a little - I had prior computer experience.
- I use it sometimes.
- The employers look for computer experience.
- Mainly DPR, Fortran, and introductional courses.
- Since then she used it professionally to teach others and at home.
- It gave me computer literacy.
- Experience - know basics of computer - use it at work.
- Gave me experience - use computer on job now.
- To improve typing speed.
- Am more familiar and use them at work.
- I use computers at work but not the same kind.
- Seventy-five percent of what I do uses a computer.
- General help, overcome initial fear of computers.
- Gain hands-on experience.
- Prerequisite for UIC.
- Work with them doing adjustments.
- Any computer knowledge is a plus in the business world.
- It will help me when I transfer to U of I.
- To understand them.
- Experience on different equipment.
- Makes work easier because can work quicker.
- To understand genetic transference in animals.
- I work on the computer and PC all the time at work.

Change in Education or Vocational Goals

	Change Index	1977	1979	1981	1983	1985	1987
More than one major change	3	9.9	6.2	9.7	8.9	8.0	7.8
One major change	2	21.7	23.2	22.0	20.6	23.2	14.1
Made only minor change(s)	1	19.3	19.0	12.6	9.8	9.4	9.5
Not sure if change made	0	5.7	8.5	5.0	3.7	2.6	3.5
Never	0	43.4	43.1	50.7	57.0	56.8	65.1
Total		100.0	100.0	100.0	100.0	100.0	100.0
Index of Change		.92	.84	.86	.78	.80	.61
Number of Responses		212	211	676	675	474	624

Services Used in Making Changes

	1977	1979	1981	1983	1985	1987
Talk with friends or relatives	3.7	2.9	30.4	28.3	25.8	38.3
Counseling	39.8	52.0	29.7	41.9	30.4	36.7
Made decision on own without outside help	41.7	14.2	36.7	39.2	27.7	33.2
Talk with faculty	7.4	14.7	22.7	23.8	15.0	25.0
Specific courses helped	3.7	11.8	20.0	20.8	20.4	22.4
Four-year college literature and catalogs	--	1.5	16.0	17.7	11.2	19.9
Career library	19.4	44.1	8.3	9.1	6.5	10.2
Magazine articles and job opportunity ads	.9	64.7	6.0	7.5	5.0	7.7
Placement office or job service	5.6	38.2	1.3	4.2	4.2	3.1
Was not accepted in major field	--	--	--	--	.4	.5
Job availability in market	--	1.0	0	0	0	.5
Employment situation	0	0	1.0	0	1.2	0
High school counselors	0	0	.3	0	.4	0
Grades forced decision	--	--	--	--	.4	0
Counseling from 4-year college	--	1.0	.3	0	0	0
Requirements of major fields	--	1.0	0	0	0	0
Courses available on schedule	--	1.0	0	0	0	0
Total students who made changes	108	102	300	265	260	196

Evaluation of Academic Advising at Harper

	1987
Readily received help from a counselor	64.3%
Advising received from a counselor was not very helpful	12.6%
Advising received from a counselor was helpful	71.5%
Readily received help from a faculty member	32.0%
Received helpful advice from a faculty member	74.0%
Advice received from a faculty member was not helpful	6.3%
Number of respondents regarding counselor	628
Number of respondents regarding a faculty member	600

How the Advising Students Received from a
Counselor Was Not Very Helpful To Them

- Classes did not transfer.
- Inaccurate/misleading information.
- Showed no interest in helping me get information - not helpful at all.
- Received conflicting information.
- Information did not pertain to me.
- They screwed me up.
- I got advice from a counselor who was not in the field and was of no help.
- No personal involvement nor evidence of caring on part of the counselor. Done by rote - I was not a person but a necessary evil suffered by him to perform his job.
- All I received from them was "yes" you can graduate.
- Did not change my mind any.
- Something slipped by when deciding to petition.
- They are too concerned with Harper's requirements and not concerned enough with the transfer requirements.
- Told me what I already knew.
- It left me in the exact spot as where I began.
- The advising was too general.
- Advised wrong - I still have to pick up a course.
- The graduation requirements were not fully explained to me and in the end was forced to spend an extra semester in order to graduate.
- It took a long time to get information. Only one person in the office at the time.
- Confusing - I'd ask questions and not get answers, did not tell me the specific information on Northern which I was planning to transfer to. Counselors would not have the answers, and would not be able to tell me who to call or what department to contact. It made it very difficult to find out what courses would be transferable. Had to get bits and pieces of information from other places. You need 15 hours of credit in each specific subject area in order to transfer when it comes to education and no one told me that.
- They did not help me with my career.
- Never got back to me with information - lines always busy - hard to get appointments.
- Thought they were very poor.
- Did not help me transfer. Got better information at Southern.
- Scheduling problems.
- Got the run around from counselors.
- Department heads were more helpful - random counselors some times did not have the information.
- She just told me to read the bulletin and follow the course outline shown there.
- They did not help me at all with my career change.

How the Advising Students Received from a
Counselor Was Very Helpful To Them

- Guided me with what classes to take.
- Outlined what courses were needed to transfer.
- Helped me decide what school to transfer to.
- Clarified degree requirements.
- Career counseling/scheduling classes
- How to go about transferring.
- When I first started.
- General information about admission requirements.
- Helped me decide on a major.
- They answered all my questions.
- Explained options

How the Advising Students Received From a
Counselor was Very Helpful to Them (continued)

- I don't remember.
- Deciding on a major and what classes to take.
- Helped pick a school and choose classes.
- Deciding on major field and classes.
- General guidance.
- Harper should have more counselors like Dr. John Papandrea!
- To an extent - I saw many different counselors and several had opposing answers or no answers at all.
- The counselors were patient and thorough with the ideas if had.
- Phil Troyer was a tremendous help.
- Helped with information about career and other schools.
- If you ask the right questions, you can get answers.
- What credits would transfer, what school to transfer to
- Some times helped, but some times was given misleading information.
- Provided information to continue education, transferring courses and other colleges.
- The order in which to take courses so as not to have too many hard ones at the same time.
- Helped me get through Harper/receive a degree.
- Provided information I needed.
- Transfer information, requirements to graduate.
- How my degree was coming along.
- Extremely helpful.
- Frances Brantly was fantastic!
- Chris Staub was very helpful.
- My counselor, Dr. John Papandrea, advised taking career tests for my benefit.
- They explained the computer printouts.
- Carol Saccomando was a great help to me and a friend.
- They helped me decide if I should stay in school or go to work.
- I was planning to take courses that I do not need to graduate and the counselors helped me correct my schedule.
- Graduation requirements, transfer classes
- The counselors suggested I change from an AS degree to an AA degree so I could transfer.
- Helped pick the right classes for me according to my interest.
- Information sought - obtained.
- Helped to point out schools that had strong programs in my field.
- Undecided as to what to do but provided some basic information.
- Problems at school.
- Yes, but really up to me.
- Put me on the right track.
- Well informed.
- Sometimes it was and other times it was not helpful.
- They helped me decide what school to go to after school and what major to go with.
- Helped to sort our values.
- Made me realize my weaknesses and strengths.
- Sort of -- wrong some times.
- Very realistic approach.
- Gave me helpful information.
- Helped me get through Harper and find abilities.
- Picking courses and transferring to Roosevelt.
- Helped me make decisions.
- Helped me to realize my goals and qualities.
- Honesty
- Counselor was accurate, truthful.
- Helped me decide what to take that was most help to me and most transferable. They gave me a list of classes that Loyola would take.
- To a certain degree - I'm usually very independent.

How the Advising Students Received from a
Counselor Was Very Helpful To Them (continued)

- All information I received from counselors was accurate and detailed.
- Very helpful - not pushy.
- Scheduling and what classes were better for me.
- Mrs. Suzanne Sons was great! Helped to get credits I needed.
- Chose a college and transfer courses.
- It was OK.
- They helped me decide to stay in school.
- Choosing classes and transferring.
- To check credits.
- One was, the other was not.
- They helped with my schedule and picking teachers.
- Answered questions and provided information I needed - very helpful.
- Very courteous, provided information on many alternatives, extremely helpful.
- Ed Liska gave me some direction - advised me on what courses to take.
- Suggestions of different courses that would be of interest to me.
- Giving me an idea of what services were available to me - referral.
- Make sure I was taking the right classes for my major and helped me transfer.
- Helped me stay in school.
- Planning classes/meeting goals
- Picking out classes and career counseling.
- To select courses, helped in transferring courses from Whitewater to Harper.
- Get the classes I needed and help transfer.
- They were willing to call other schools to get information for me.
- What school to go to and what major to pick.
- Helped me transfer and graduate.
- When changing major, class selection.
- Setting up my schedule and transfer information.
- Good resource.
- Current scheduling and helping me choose a school. Dr. Papandrea was very helpful.
- Started out in business and they were helping me set up my classes, but I changed major.
- Pointing me in the right direction.
- Most information is so general, not real helpful.
- Set up an educational plan for me to follow.
- Answered general questions about Harper's classes.
- Good/Helpful
- Telling me how many credits I needed - they gave me a job aptitude test.
- I went for adult counseling.
- Very concerned about my welfare.
- What classes were available and what classes I had to take.
- Helped me withdraw from a class.

How the Advising Students Received
From a Faculty Member was Helpful

- What classes to take
- What courses to take, suggestions on what school to transfer to.
- How to choose a major.
- Good career advice, helped choose career.
- Good source of information.
- Provided good information I needed.
- What school to attend, transfer to.
- Information on how to transfer.
- Helped me find my job - made arrangements.
- Guided me in right direction.
- She was available if I had any questions.

How the Advising Students Received
From a Faculty Member was Helpful (continued)

- Moving into a different class
- Brought in guest lecturers, very helpful and important.
- It helped me to take the right classes to attend ISU.
- She helped a great deal - she talked from her experiences.
- Dr. Davis, (Marketing) was kind, helpful, intelligent and informative.
- Expertise in field
- Helped me see what I could be good at.
- Common life problems worked out!
- Extremely beneficial - Karen Keres inspired me to apply to better colleges than I had applied to previously.
- Always industry specific.
- It was more on a personal level - I was not a mere number - it makes a difference.
- I realized my potential.
- Gave me insight.
- Real life down to earth advice.
- Knew what I would take.
- I had a few very good teachers that helped me gain confidence in my ability to teach.
- Advice from other help.
- Drs. Ryberg, Tillotson, and Stauch are great with all of the music students when it comes to any type of advice.
- Helped me choose the right teachers for the classes.
- Told me transferring would be better than staying at Harper.
- Suggested my first London trip.
- I talked to them once, they were OK.
- Helped me get the classes I should take.
- Answered questions about classes I was taking.
- Got me going and helped me complete my major.
- Several teachers I had were very helpful to me in making my career decisions - Dr. John Muchmore and Dr. Ostrowski.
- Helped me with the field I was interested in - more specialized.
- Faculty gave honest advice.
- I was advised that Rosary has a terrific French Department which is correct.
- They saw potential in me that I did not know existed.
- Learn more about the opportunity in the field.
- Encouragement from Knudsen and Dallas in Art Department to go on.
- Helped me understand what various courses were about.
- Bio teacher suggested taking required courses (Biochem, Genetics) at Northeastern.
- The instructor knew me personally, therefore could better advise me.
- They knew and understood other faculty's objectives and course descriptions.
- Faculty always willing to help.
- Yes, they suggested CLEP testing.
- Mrs. Molly Waite was helpful with general direction. She advised with objectivity and gave a written recommendation to other college which student transferred to and helped a lot.
- Very good advise on courses.
- Offered suggestions as to what type of psychology to go into.
- What classes to shoot for in Harper that would better prepare for a 4-year college.
- One or twice, a little help - some suggestions.
- Very helpful in guiding student to directions beneficial to them inside the school and in the job situation. Gave help in checking grades and straightened out wrong grade so it would not go into the final grade.
- Wally Davis helped with career orientation, choosing classes and keeping goals. Talked to Mr. Davis about anything at all, school related or personal.
- I don't remember.
- Class related advice on studying, grades, etc.
- With class related problems, such as math.
- Helped define my interest.

How the Advising Students Received
From A Faculty Member was Helpful (continued)

- Definitely
- Directed me to University of Illinois and encouraged me to become a literature major.
- Told me to stay in school.
- Tom Choice helped me pick a school and classes. Renee looked for a school with a good PE department.
- Suggested Iowa State University.
- My teachers told me what to expect with my career.
- Helped me more than counselors in deciding what to do.
- Only a few - chemistry - coursework and pre-requirements.
- They helped me finish school by suggesting classes that would interest me.
- Help with interviewing.
- Only once or twice.
- Go after BA not just AA.
- Helped me with homework and told me where I could get special help.
- Helped me with scholarship and recommendation forms.
- No problem.
- Received encouragement to continue school.
- What would be helpful, course descriptions.
- They told me when to graduate. I would have kept on taking classes.
- Without my professors, I would have dropped out.
- Suggestions for courses and rounding out BS degree.
- Helped me in the nursing program.
- Helped me understand what courses I needed. Helped me get into classes.
- Talked with Tom Choice, He really knows his stuff.
- Dr. Hoffman
- He knew what he was talking about.
- Helped me get a job.
- Answered the question on other teachers.
- Nursing instructors
- To steer me to the classes that would be most helpful to me as far as knowledge in the biological sciences with a learning towards marine biology.
- Somewhat
- Told me what credits I need now and what classes would help me on the job.

How The Advising Students Received From
A Faculty Member WAS NOT Helpful To Them

- I hated the things my teacher advised me on. Thought he was unprofessional. He gave me a "D" in class because he did not like me.
- I have not acted on her suggestion yet.
- He pushed for the school I did not want to attend.
- Was very unclear in speaking and not helpful.
- It made me take classes I did not need.
- My teacher told me I was not fit for medicine.
- She told me nothing that I did not already know.
- In college you are virtually on your own.
- No, three teachers told me to drop out - I never did and earned my AA.
- Journalism teacher recommended another journalism course which turned out to be way over my head.
- Very poor help - not realistic

Student Activities by Rank Order
of Their Net Benefit to the Alumni

	1983			1985		
	a	b		a	b	
	Times Nominated As Most Beneficial Activity	Times Nominated As Least Beneficial Activity	a/b	Times Nominated As Most Beneficial Activity	Times Nominated As Least Beneficial Activity	a/b
Harbinger	93	5	18.60	59	11	5.36
Concerts	76	10	7.60	39	6	6.50
Guest Speakers	68	11	6.18	43	6	7.17
Films	77	15	5.13	37	8	4.63
Field Trips	32	14	2.29	19	3	6.33
Studio Theater	23	12	1.92	12	7	1.71
Point of View	19	14	1.36	19	8	2.38
Radio Station/WHCM	24	22	1.09	13	17	.76
Clubs	20	19	1.05	15	10	1.50
Varsity Athletics	25	24	1.04	10	16	.63
Mini Courses	8	8	1.00	6	4	1.50
Human Potential Seminars	14	16	.88	15	8	1.88
Peer Counseling	13	18	.72	6	12	.50
Band, Orchestra, Choral	16	23	.70	5	14	.36
Student Senate, Program Board	14	25	.56	6	14	.43
Intramural Sports	14	27	.52	7	13	.54
Pom-Pon Squad	2	30	.07	4	18	.22
Other	13	0		19	0	
Total	551	294	1.88	334	175	1.91

	1987		
	a	b	
	Times Nominated As Most Beneficial Activity	Times Nominated As Least Beneficial Activity	a/b
Guest Speaker	56	6	9.33
Concerts	52	7	7.43
Harbinger	65	14	4.64
Films	33	9	3.67
Point of View	21	7	3.00
Field Trips	21	9	2.33
Studio Theatre	15	8	1.88
Clubs	10	9	1.11
Band/Orchestra/Choral Group	10	10	1.00
Radio Station/WHCM	20	21	.95
Varsity Athletics	16	17	.94
Peer Counseling	7	9	.78
Student Senate, Program Board, etc.	9	12	.75
Mini Courses	10	14	.71
Human Potential Seminars	6	9	.67
Intramural Sports	3	19	.16
Pom Pon Squad	1	22	.05
Other*	18	1	18.00
Total	373	203	1.84

*See Next Page

***Other Student Activities or Non-Classroom Experiences Which Were of Most Benefit to Students**

- The 8-week trip to London, England! Very Good.
- Health Fair
- Rhythm and Dance Company - I'm surprised it is not on the list - it has been there for over five years.
- Working at Harper.
- Student aide in music/art office
- Theater productions
- Student orientation leader
- Cheerleading
- P.T.K.
- Comedian--Mathews, Leno
- Harper College theatre staff
- Video tapes about business

Evaluation of Office of Financial Aid

	1977	1979	1981	1983	1985	1987
Did not require or quality for financial aid	64.6	65.0	67.8	66.6	76.5	72.8
Might have qualified, but I never got around to applying	10.6	9.4	5.9	4.4	4.9	4.6
Applied for financial aid - was turned down - was very dissatisfied with the operation of Financial Aid Office	2.0	3.9	1.2	1.4	1.0	1.5
Applied for financial aid, but was turned down; however, was reasonably satisfied with the performance of the office.	4.6	4.9	3.6	3.5	3.0	2.5
Received financial aid, but was not satisfied with the performance of the Financial Aid Office	.5	1.5	1.8	.9	.4	.3
Received financial aid and was very satisfied with the performance of the Financial Aid Office	17.7	15.3	19.7	23.2	14.2	18.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	198	203	662	660	473	604
The Financial Aid Office at Harper helped me secure financial aid at the institution I am now attending	.5	.5	1.5	2.3	1.5	.8
Ratio of satisfied to dissatisfied with performance of Financial Aid Office	8.8	3.7	7.7	11.7	11.6	11.4

HARPER EXPERIENCE

Hours worked per week While Attending Harper	1977	1979	1981	1983	1985	1987
I did not work	9.9	13.3	8.8	11.1	8.8	6.8
1 to 5 hours	2.4	1.5	.8	.3	.6	1.3
6 to 10 hours	4.3	4.3	2.0	2.1	3.3	2.7
11 to 15 hours	9.5	7.0	8.0	7.5	6.0	5.5
16 to 20 hours	25.1	30.4	27.2	25.3	23.2	25.5
21 to 25 hours	16.6	21.7	21.9	21.2	24.4	18.4
26 to 30 hours	12.3	7.1	11.3	13.5	8.4	10.1
Over 30 hours	19.9	14.7	10.0	19.0	25.3	29.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	211	323	679	676	475	628
Mean number of hours	20.31	18.99	21.3	21.0	22.0	23.0

Relation of Work to Major Field at Harper College	1977	1979	1981	1983	1985	1987
Identical	20.1	19.6	17.6	20.4	16.6	16.8
Related or Beneficial	19.6	24.7	21.2	16.8	20.7	19.3
Of Little Benefit	60.3	55.7	61.2	62.8	62.7	63.8
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	189	280	609	594	391	368

Hours Spent Per Week in Extra Curricular Activity						
Did not participate	80.1	79.0	79.4	76.0	78.7	75.9
1 to 3 hours per week	10.4	11.1	11.9	11.7	9.9	9.9
4 to 7 hours per week	5.2	4.6	3.9	3.9	5.1	4.5
8 to 12 hours per week	1.4	2.5	3.1	3.4	3.1	2.6
Over 12 hours per week	2.9	2.8	1.7	5.0	3.2	7.2
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	211	324	635	676	473	627
Mean Number of Hours	1.06	1.14	1.02	1.54	1.26	1.78

Hours Spent Per Week
Informally in Student Center

	1977	1979	1981	1983	1985	1987
Less than one hour	33.2	33.0	38.2	45.2	39.1	44.3
1 to 6 hours	52.6	55.0	50.9	44.4	49.0	42.5
7 to 12 hours	11.4	10.5	8.7	8.6	9.0	10.7
12 to 20 hours	2.8	.9	1.7	1.2	2.7	1.6
Over 20 hours	0	.6	.5	.6	.2	1.0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	211	324	636	675	474	618
Mean number of hours	3.54	3.39	3.19	2.94	3.15	2.91

Other Comments

- Overall, it was a good college with many courses to offer. Tuition was a little expensive.
- I find that Harper is a much better school in that the teachers seem to care more. Most teachers are more experienced in on-the-job experience and I think I learned more from them than I have at DePaul. DePaul has some outstanding professors, but overall I have not had much luck.
- I highly recommend the overseas program but it should be pushed more! Best experience of my LIFE!!
- I enjoyed Harper more than Loyola, but the atmosphere of many Harper students was not academic, but just wasting time.
- It would be great if it were a four-year institution.
- Develop a simple and fast system for registration of classes. It is too unorganized. Roosevelt's system is very efficient and organized. Have more teacher evaluations and make it mandatory for every department. Eliminate the cost for the diploma.
- I thought the teachers were very good. They liked what they were teaching.
- Harper has worked very well for me. Most evening instructors were sympathetic to evening students and understood we had responsibilities other than school. They do not require busy work and frequent tests. With three small children, a husband, and six years of a part-time job, I appreciate their understanding.
- I am really blessed to have gone to Harper - the academics, teachers and facilities were wonderful - and friendly, organized! California could really benefit from a study of Harper College.
- As in No. XXI some instructors were excellent: George Makas in Music, Mr. Reinberg, Karen Keres in English, William Vrba in Astronomy, Mr. Vijuk in Business, but some instructors leave you wondering why they are there or how they were ever permitted to be instructors in a college. Excellent or poor - I have had both.
- I enjoyed attending Harper. I thought Dr. Jedlicka was an excellent teacher. I really learned a lot and enjoyed his class.
- Awesome academics, non-existent social schedule.
- For the most part, I enjoyed it! Certain teachers I should like to recommend were: Dr. Kokab, Dr. Sell, Roy Kearns, Mr. Janaga, and Mr. Faham.
- Harper was a good experience for me. What I really hated was how far apart the buildings were.
- Harper's registration process and counseling service is excellent, easy and efficient.
- Overall, classes were good. They prepared me for the Art Institute. For the most part, I was glad that all of the art classes transferred.

Other Comments (continued)

- I wish you would become a four-year college.
- I felt that an instructor held back my progress and inhibited my goals. Although I earned an extra 3 hours proficiency credit from previous experience and a portfolio, the instructor would not allow me to learn a subject area until it was too late in the semester to really accomplish this. I later took a course from a recreational class instructor and in two lessons, received more instruction that from the other instructor.
- I liked the time I spent at harper. I needed the "small college" attention that helped me do well at N.I.U.
- After attending Harper and arriving at N.I.U., I have gained a sense of what college courses were like, but it is easier to meet people at N.I.U. than at Harper.
- I hated going to Harper College. There just is not a comparison with U. of I.; however, Harper got me where I am today, so I can't complain.
- Excellent school! Wish it was a 4-your college.
- I did not take advantage of student activities. I worked and through a PSY course I volunteered at Little City.
- Very good community college; however, Harper did not prepare me enough for a university. Out of class study time is four times greater than at Harper. Also, it would be better if Harper offered more college credit courses, and less continuing education garbage.
- Science/Biology Department instructors are the best I have seen.
- Thank you for a wonderful and highly personal college experience. The atmosphere was professional, yet relaxing.
- Many of the services I looked for help at never followed things through to the end of the situation or my Harper career.
- Excellent faculty who care and is helpful and concerned.
- It was a great place to go - I did not know where I wanted to go, and I chose Harper. I felt I then could go anywhere because credits transferred anywhere. I then chose DePaul, and I am very happy. It is an excellent school.
- I think Harper has an excellent staff and is very caring and approachable. In only two departments did I have trouble finding one teacher that knew how to teach, the math department (with the exclusion of Mrs. Burnett who is excellent) and the accounting department have the worst overall teachers. If I had better accounting teachers, finance classes at Northern would have been a cake walk.
- I am really glad that I started my college education at Harper. I feel just as qualified as the other students at the school I now attend. I received a good education and saved money in the meantime.
- Harper was an excellent stepping stone for my transfer to University of Minnesota. Science classes most helpful, unlike art and music. The faculty (the teachers I had) were excellent except for music class. Counseling was excellent due to the fact that I finally found one that understood, easy to talk to and knew how to advise, although I did not run into counselors that were lousy.
- I spent four years getting a 2-year degree. I must say I enjoyed almost all of my classes and loved the teachers. I wish it was a four-year school. I would have stayed on. I encourage as many young people as I can to start in a junior college and then go on. I was especially pleased with Harper and always blow your horn.
- Harper is a good stepping stone towards a four-year degree.
- I think it was a great place to start my college education. While I attended Harper, I was able to save money to go away to school and I also matured a lot. Many fine teachers taught at Harper, especially Dr. King in history, Mrs. Suec in English, and Dr. Dodds in English. I probably learned more from these three teachers than any others in my college career.
- Other than my negative experiences with inadequate counseling and information of good four-year programs offered at other colleges, I can only praise Harper for its fine academic offerings and faculty. Harper helped me gain credibility as well as confidence and self esteem. I have and do recommend the school highly.
- Classes offered at night fit all my future plans. Mr. Nester (CALC/200) best teacher I have ever had in a math class.

. **COMMENTS** (continued)

- The classes in which I had to write essays, take home tests and papers were the most beneficial to me. The multiple choice tests and the "true or false" type of classes were of no value to me. The ability to think critically and analytically is what I needed to learn most while at Harper.
- I did not get involved much since I worked to save for a four-year degree. Therefore, my impression from what Harper did for me was the quality of faculty. They serve the community well by being experts in their fields. Harper was a valuable transition for me from high school to Northern. I needed to mature more after high school.
- I was generally pleased with Harper. It saved me an immense sum of money. It also helped me to decide which direction I should go. It was convenient in many respects for me. I also made many acquaintances there that turned out to be strong friendships.
- Harper has many outstanding teachers. Keep up the good work!
- I think Harper is a great school and hope that you continue this tradition.
- I found the teaching staff at Harper excellent. I especially enjoyed Mr. Kings' history class, Dr. Mulvihill's anatomy class and my philosophy class with Mrs. L. Hopkins. If you want to learn you can do it at harper. I enjoyed going to school there very much.
- I really enjoyed attending there. I wish it could have been a four-year college. Very organized and a productive college to attend.
- I like this survey and Harper. Keep up the good work!
- It is hard for me to fairly evaluate Harper because I was not a very serious student when I was there. I did not really give the school a fair chance. I wish I had participated more
- I feel that my counselor was poor - bad experience with counseling with my girl friend.
- Harper is really good. Everything transferred - it was great. If you follow the book where it indicates which classes transfer, you cannot go wrong.
- The preparatory math courses that I took at harper did not seem to help that much. I still bummed out in Northern Illinois University - I think that advising services at Harper should be stressed to Harper students, a lot of times, students don't know where to get help. Harper was a blessing. No problems - generally, I did very well with Harper.
- Real estate instructors did not know how to teach. I dropped the class because I did not learn anything. I am going to College of Lake County now and will never return to Harper.
- I did not know about any intramural teams. If I knew about it, I would have gotten involved. I suggest advertising and promoting clubs and teams more.
- Try to get some better professors for physics.
- The entire process of applying for and processing financial aid is very frustrating. I was never told, nor could I ever find, everything that had to be done, and especially which forms to fill out. The process needs to be easier. Also, the tremendous amount of apathy of the students is a big problem. One way you might solve it would be to offer many more social activities, and also have all the teachers announce them in class and ask students to come, because for many, teachers are the only connection to the school that they have, and most students do not read the Harbinger.
- In general, a fine junior college.
- Harper is lacking a social atmosphere. I mean a strong one. That is from the presence of so many commuter students.lass was well planned and provided good experience
- I am excited about the computer graphics course that is being offered starting in the fall of '88. I cannot wait to return.
- I thought Harper College was an excellent academic as well as social experience.
- I feel that Harper was beneficial in my college career.
- Ronald Steward and John Davis are excellent teachers and instilled a positive attitude in me that I will not ever forget. Thanks Much!
- Harper was an excellent choice for me. I got most of my liberal studies out of the way while deciding on my major. Also, of great benefit was varsity athletics. Without the national exposure from swimming, I could not have completed college. Athletics work, don't lose it.
- I look back at harper and am very pleased with my education that it gave me. My instructors were great. If I ever had a problem I know someone either faculty or counselors, could help me solve it.

COMMENTS (continued)

- If Harper were to change to a semi-four-year school, it would be wise to offer some kind of money scholarship to the athletes. Many pay for books? It would make Harper more competitive on wrestling, basketball and baseball. I wrestled and played baseball at Harper. Harper could have done better in these sports if the athletes at least had books paid for. Most athletes have to work and it is hard to practice and work. I know for a fact that wrestling at Harper is always ranked nationally at first, then falls apart because athletes quit to work.
- I think Harper is a well organized school and is very beneficial to the students who are willing to give it a chance. It has good facilities as well as a good faculty.
- The faculty and everyone were outstanding. Learned a lot from everyone. Services available at Harper are the best. LOVE Harper.
- Harper's accounting book is difficult. At DePaul, it is easy to understand. Teachers at Harper are OK.
- After I finished high school I was not sure if I wanted to go to college and was totally undecided careerwise. I know I did not want to attend a four-year college at all. I decided to attend Harper and thought it was a good two-year college. I was especially pleased with the English and Humanities courses since I enjoy those types of things. I do not regret my decision at all.
- The faculty was good (marginal in math sciences), the computer classes were very well taught on good equipment. Registration was usually convenient and well organized. Very highly recommend to students transferring to NIU to take as much or all of their math and especially computer science courses at Harper. NIU has a miserably slow and inefficient system. The teachers are marginal at best (figure spending minimally 20 hours in the lab for any given problem, usually more). Also all of Harper's faculty speak well, many instructors are foreign and make learning very difficulty at NIU.
- I feel that I received an extremely effective general education while attending Harper. The two years there enabled me to choose the right major and earn general education credits without wasting a lot of money -- keep up the great work!
- I think they need to review some courses that are needed for degrees and revise them such as Accounting 103 and Analytic Geometry to calculate for business.
- I am presently pleased and satisfied with the educational benefits I received from Harper with the 2-1/2 years I studied there. Although the education gained there does not directly pertain to my present occupation I am sure someday it will brighten my resume.
- There is not a very big social scene at Harper. The curriculum is excellent though.
- You need to look more at instructor performance. Some of the teachers I had were unfair, rude, abusive or just plain did not want to teach. Out of the 2-1/2 years full time I spent here, I felt that maybe five teachers were worthwhile.
- I am very glad I attended Harper before going to a four-year institution.
- I was very glad to have received my AA at Harper and to have all my classes transfer.
- Harper was a good learning experience for me. I learned about people and myself as well as book learning. On the other hand, Harper is too comfortable, and for now anyway, has given me a bad attitude about college. I will return to Harper to get my AA, but I no longer am positive about going away to school as I was before Harper. Part of that is self drive though - I am just burnt out on school as I was working 60 hours a week and a full-time class schedule. It was nuts! But I did have fun while it lasted! I made some great friends at Harper, too.
- I felt Harper was a great way to gain college experience before going to a large school.
- Harper College faculty members were outstanding and really helped to make my college career enjoyable.
- There should be smoking regulations for faculty and staff in the offices. It is both unprofessional and annoying for students who go in for help. Smoking is unhealthy and it takes away from a learning atmosphere.
- Please keep my name on the mailing list. I want to take classes during the year and during the summer.
- Harper is an excellent college. I was very pleased with almost all my experiences there.
- An excellent choice if undecided about college and career goals.
- Excellent teaching staff and study lab.

.COMMENTS (continued)

- I loved going to Harper. It was smaller than U of I and was easier to get to know both faculty and other students. Also, though I never had time for extra-curricular activities, I did attend all of the plays and musicals and many of the lectures and concerts and I was always very impressed. Also, it was nice to see a show that my friends from school were involved in. I would recommend to almost everyone go to Harper for their first 2 years. Of course, the best thing Harper did for me was to help me to be accepted to a school that initially rejected me. Because of the two years I spent at Harper, I am now spending my next two years and graduating from U of I at Champaign/Urbana.
- Initially, I went to Harper only because I could not afford to go away to a four-year school. However, disgust turned into delight, because I grew to love Harper. I am a transfer student now at U of I and am doing well both socially and academically. Harper gave me a strong educational foundation to build upon, and I will remember it fondly.
- I feel that many of the departments at Harper are more beneficial than the identical ones at some four-year schools.
- Going to a junior college is a great experience. I would recommend Harper to anyone.
- The faculty at Harper were excellent and I learned much from them. Dr. Jedlicka was the best teacher I had at Harper.
- It is a very good school to gain experience and knowledge of college life. Its curriculum, community life, and what college is like in general. It also teaches student responsibility and allows him to save money for future education.
- Improving a faculty's method of teaching.
- Harper was a great school - the teachers were good and the campus was beautiful. I wish it could have been a four-year school.
- I feel there should be more help in advising students before registration. This might get people through in two years only full time. They did not care what you took as long as you had the prerequisite and money to pay.
- Harper was a great experience and was a stepping block in my future educational goals at DePaul. I thank you sincerely.
- My stay at Harper was very gratifying and helpful. I feel Harper has given me a solid educational start, and for that I am thankful.
- I enjoyed it. College entrance was made easy and most of the faculty was excellent. English 102 helped me learn of the library services available.
- The biggest problem at Harper is the parking - that entire grassy area surrounding the college should be made into closer parking.
- Parking lot only for faculty and not students - bad scheduling - it is taking me 7 years to complete my degree. Rooms too crowded - not enough desks. Kept changing CPA class from room to room every week.
- I think the digital technology curriculum needs better in-house instructors who can teach better night courses. I feel dissatisfied with some of these courses. All company hired instructors do a 100 percent better job. The ELT courses need some OJT also not just 100 percent theory.
- Gear music and activities toward older students 30 and over.
- Financial aid office not up on scholarships for transfer student needs. I enjoyed it. College entrance was made easy and most of the faculty was excellent. ENG-102 helped me learn of the library services available.
- Harper has some of the greatest faculty, professors, teachers, I have encountered. I feel that the advising services were uninformed as far as transferring of credits and what courses to take personally. Through classroom experience and professors guidance I have gained more than I could have from another community college.
- I really enjoyed Harper College.
- Update the film library, many of the films are too old and out dated.
- In general, classes and teachers are extremely good. I have taken several courses, for my own enjoyment in anthropology. The teachers and courses have been excellent.
- I enjoyed going to Harper. It helped me prepare for transferring to the Univ. of Illinois.
- Great for people who need to work and earn money for school - Nice atmosphere.

COMMENTS (continued)

- All in all it served my purposes well. You should be aware of a nasty lady in your registrar's office. She is the rudest person I have ever encountered. I do not know her name but if she is as rude to others as she was with me you should have other complaints. Also - Don Barrington and John Newhaus are the perfect teachers - they should be a model for all the part-time staff.
- Any chance of becoming a four-year college?
- Harper College has definitely broadened my horizons. The full-time instructors are superior. The part-time business instructors are bad and I am glad to have switched to liberal arts so I can benefit from real teachers.
- I enjoy the atmosphere around the campus. There is a vitality that is present but is hard to put into words.
- Re the Learning Resource Center -- I found the Center a good place to study, except there is a group of people that sit in the library and students cannot ever get them to shut up! They are loud and inconsiderate of other students. No Harper personnel have ever told them to be quiet or kick them out. I know of a number of people who no longer study in the library because of them.
- There have only been a few teachers that I have been dissatisfied with but I am sure that is the case with everyone. I have very much enjoyed taking up music again with Cathy Albergo.

Summary of Other Comments

	1983		1985		1987	
	N	PCT	N	PCT	N	PCT
Positive Comments	99	70.2	108	73.4	78	69.6
Mixed Comments	19	13.5	0	0	14	12.5
Negative Comments	23	16.3	39	26.6	20	17.9
	141	100.0	147	100.0	112	100.0

Comment Summary -- Types of Comments Mentioned

Type of Comments	Times Mentioned 1983	1985	1987
Overall Experience - 90 % very positive	73	42	29
Full-Time Faculty - Over 85% very positive	40	21	25
Student Services - Mostly negative	39	10	6
Harper as a stepping stone to a four-year college - 80% very positive	23	19	18
Value of specific academic program - two-thirds positive	19	16	10
Counseling - Negative	10	3	4
Campus Environment - Mixed	9	5	7
Financial advantage of attending Harper - Positive	7	5	4
Interaction with other students and staff on campus - mostly positive	6	7	2
Wished Harper would become a four-year college - positive	11	8	6
Varsity Athletics - Positive	--	--	1

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year

	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
	1981	1983	1985	1987	1981	1983	1985	1987
Present Status								
Employed full time, not in college	0	0	0	0	21.6	24.0	31.0	25.4
Employed full time, enrolled part time	38.9	31.5	47.6	60.0	3.8	2.3	6.9	6.2
Employed full time, enrolled full time	2.8	3.6	2.4	2.1	3.1	1.6	2.1	3.2
Enrolled full time, employed part time	17.6	18.9	19.1	20.0	19.1	17.5	17.0	25.0
Enrolled full time, not employed	11.1	11.7	2.4	5.3	37.6	45.3	31.7	32.1
Enrolled part time, employed part time	19.4	22.5	21.4	11.6	1.4	1.9	1.8	2.2
Employed part time, not in college	0	0	0	0	7.7	4.2	3.7	2.8
Enrolled part time, not employed	10.2	11.7	7.1	1.1	1.6	.5	.5	.4
Armed Services	0	0	0	0	.5	.2	0	.2
Unemployed, but seeking employment	0	0	0	0	2.3	1.1	2.3	.6
Homemaker	0	0	0	0	.7	.9	1.4	1.3
Other unemployed	0	0	0	0	.7	.5	1.6	.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	108	111	42	95	575	570	435	535
Percent still at Harper	15.8	16.3	8.8	15.1				
Educational Goals								
Presently enrolled full time	31.5	34.2	23.8	27.4	59.5	64.4	50.8	60.8
Presently enrolled part time	68.5	65.8	76.2	72.6	5.9	4.7	9.2	8.9
Plan to return to college next year	0	0	0	0	16.1	13.7	10.6	10.4
Plan to return to college some day	0	0	0	0	7.7	6.5	15.0	12.1
Presently enrolled in specific training program	0	0	0	0	1.0	.5	.5	.2
No plans to continue education	0	0	0	0	2.3	4.6	7.4	4.3
Educational plans unknown	0	0	0	0	7.1	5.6	6.5	3.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	108	111	42	95	574	570	435	530

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
Graduation Status	1981	1983	1985	1987	1981	1983	1985	1987
A.A. Degree	4.6	11.7	30.9	20.0	34.2	35.3	42.1	52.5
A.S. Degree	11.6	5.4	14.3	9.5	26.0	22.1	20.0	16.1
A.A. S. Degree	1.9	2.7	2.4	3.2	1.7	3.0	2.8	.4
ALS Degree	0	0	0	1.1	0	.3	.2	.2
Combination of Degrees	.9	0	3.6	1.3	1.7	1.4	3.0	1.3
Certificate	2.3	.9	3.6	2.1	.5	.2	.8	.9
No Degree	78.7	79.3	45.2	62.1	35.9	37.7	31.1	28.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	108	111	42	95	574	570	434	547
Job Information								
Business or Finance	17.5	16.1	11.9	14.6	11.2	17.1	15.3	18.3
Office or Clerical	6.6	5.8	15.0	10.4	12.8	11.1	15.3	13.7
Retail Stores - Sales	12.1	10.3	7.9	9.3	13.1	9.8	10.3	10.4
Food Services	13.9	6.9	7.9	4.5	10.2	12.0	7.8	8.5
Sales	4.8	9.2	10.5	7.9	7.4	10.4	7.7	8.2
Unskilled, Custodial	1.2	4.6	0	6.7	6.7	3.4	3.3	7.5
Trades	0	6.9	2.6	8.1	5.1	5.1	6.1	6.5
Educational	6.0	5.8	3.5	3.4	2.8	3.9	3.4	5.4
Health Fields	3.0	5.8	18.4	6.7	4.8	4.5	6.5	5.3
Engineering or Related Technology	6.0	4.6	11.9	6.7	4.1	2.7	4.8	5.1
Social or Religious	2.4	4.6	0	1.1	1.9	0	2.4	2.8
Computer Field	6.6	1.1	3.2	7.0	2.2	4.5	3.9	2.1
Factory - Semiskilled	8.5	4.6	2.6	6.7	7.0	2.1	3.7	1.0
Legal, Governmental or Political	2.4	1.1	3.2	1.1	1.6	2.7	.5	.9
Other	0	0	0	2.2	0	0	0	.9
Communications and Entertainment	0	1.1	0	1.1	2.7	3.3	3.8	.7
Arts or Humanities	2.4	1.1	0	0	1.6	1.2	1.7	.7
Police, Fire, Security	3.6	0	0	1.1	.9	3.4	.7	.7
Transportation	1.8	5.8	0	0	2.5	1.4	1.5	.4
Environmental or Agricultural	1.2	2.3	0	0	.3	1.4	.6	.4
Scientific	0	2.3	1.4	1.1	1.1	0	.7	.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	83	87	38	89	316	292	270	340

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Relatedness of Job to Major Field at Harper	Degree of Relatedness	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
		1981	1983	1985	1987	1981	1983	1985	1987
Identical	3	12.0	13.8	26.3	18.0	6.5	9.9	13.0	8.6
Closely Related	2	22.9	17.2	13.2	22.5	14.9	15.4	20.0	16.4
Somewhat Related	1	19.3	18.4	39.5	18.0	23.9	17.1	24.4	21.5
Not Related	0	45.8	50.6	21.0	41.6	54.7	57.6	42.6	53.5
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		83	87	38	89	322	292	270	344
Degree of Relatedness		1.01	.94	1.45	1.17	.73	.78	1.03	.80

Status Level	Status Index	1981	1983	1985	1987	1981	1983	1985	1987
Unskilled Labor	1	9.8	8.1	2.7	11.5	12.2	7.2	6.8	14.6
Semiskilled	2	34.1	34.9	31.1	27.6	33.0	27.4	24.7	25.2
Technician, Skilled Labor or Foreman	3	15.3	18.6	13.5	16.1	18.6	16.1	16.2	15.7
Beginning Professional	4	25.6	26.7	31.1	31.0	31.1	38.4	43.8	34.9
Experienced Professional or Second Line Supervisor	5	15.2	10.5	21.6	10.3	4.8	9.9	7.3	6.7
Creative Scientist, Researcher or Upper Middle Management	6	0	1.2	0	0	.3	.3	.8	.6
Vice President or Higher	7	0	0	0	3.4	0	.7	.4	2.2
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		82	86	37	87	312	292	265	335
Mean Index Level		3.02	3.00	3.38	3.15	2.84	3.20	3.24	3.05

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Annual Salary	Alumni Remaining at Harper After Attaining Alumni Status 1981	1983	1985	1987	Alumni Leaving Harper After Attaining Alumni Status 1981	1983	1985	1987
Under $7,000	2.4	9.1	0	1.9	0	6.7	3.4	1.2
$ 7,000 to $ 8,999	0	14.3	0	1.9	4.3	9.3	1.7	2.9
$ 9,000 to $ 9,999	7.3	9.1	0	0	5.8	8.5	3.4	1.7
$10,000 to $11,999	9.8	10.4	7.2	3.8	14.4	18.1	13.6	9.2
$12,000 to $14,999	24.4	16.9	21.4	13.2	25.2	20.0	17.8	16.8
$15,000 to $19,999	26.9	18.1	21.4	22.6	29.5	18.9	26.3	26.6
$20,000 to $24,999	17.1	11.7	21.4	28.3	12.9	10.7	23.7	18.5
$25,000 to $29,999	2.4	7.8	7.2	17.0	4.3	4.4	5.9	9.2
$30,000 to $39,999	7.3	2.6	0	7.5	2.2	3.0	2.5	11.0
$40,000 to $49,999	2.4	0	0	0	1.4	.4	1.7	1.2
$Over $50,000	0	0	0	3.8	0	0	0	1.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Salary	$18039	$14760	$20643	$22075	$16540	$14683	$17750	$20364
Median Salary	$15545	$12808	$20000	$21000	$15000	$13111	$16774	$18369
Number	41	77	14	53	139	270	118	173

Job Location	Distance Index							
Downtown Chicago	2	2.4	3.4	7.9	1.1	4.7	3.4	8.0	6.6
Outer fringes of Chicago	1	5.3	4.6	2.6	0	12.0	2.5	3.9	1.7
Harper District	0	79.2	85.1	81.6	81.3	71.0	76.9	68.5	63.1
Other Chicago Suburbs	1	8.9	5.7	2.6	16.1	9.6	7.5	8.0	17.4
Within 40-100 miles	3	4.2	1.2	5.3	1.5	5.9	2.5	7.2	2.3
100 - 500 miles away	4	0	0	0	0	4.4	1.7	3.0	3.9
More than 500 miles	5	0	0	0	0	1.9	4.1	1.8	4.9
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Distance Index		.32	.21	.37	.23	1.48	.66	.53	.80
Number		84	87	38	89	321	292	270	345

Educational Data

Class Level	Index Level	Alumni Remaining at Harper After Attaining Alumni Status 1981	1983	1985	1987	Alumni Leaving Harper After Attaining Alumni Status 1981	1983	1985	1987
Freshman	1	0	1.8	0	1.1	.3	.3	.8	.3
Sophomore	2	62.2	57.3	40.5	63.7	4.4	5.8	1.5	1.6
Junior	3	26.3	34.6	34.5	18.7	72.3	78.9	49.4	43.2
Senior	4	4.8	1.8	9.5	3.3	21.1	13.0	43.6	50.5
Graduate School	5	4.8	1.8	11.9	0	1.0	1.0	3.5	3.0
Professional School	5	0	.9	0	1.1	.3	1.0	.8	.3
Other	NI	1.9	1.8	3.6	12.1	.5	0	.4	1.1
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Index		2.51	2.41	2.93	2.31	3.19	3.11	3.49	3.55
Number of Responses		104	110	42	91	382	394	257	368

Data Section Comparing Alumni Leaving Harper Versus
Alumni Remaining at Harper for a Third Year (continued)

Present Major Field	Alumni Remaining at Harper After Attaining Alumni Status 1981	1983	1985	1987	Alumni Leaving Harper After Attaining Alumni Status 1981	1983	1985	1987
Business	28.2	28.9	30.9	36.2	35.0	35.6	32.2	35.5
Education	3.0	2.7	2.4	2.3	5.4	7.8	3.8	7.6
Engineering and Technology	13.1	17.1	16.6	10.3	10.4	7.4	13.1	7.3
Other Social Sciences	1.9	2.7	0	0	5.4	6.5	4.9	7.2
Psychology	3.3	3.6	0	2.3	4.4	5.8	6.2	6.3
Humanities and Liberal Arts	16.3	9.0	7.1	3.4	1.8	1.8	3.5	5.8
English, Literature and Speech	0	0	0	2.3	3.0	3.0	4.0	4.3
Journalism	.2	2.7	2.4	0	2.6	6.6	3.5	3.9
Art	4.7	4.5	2.4	5.7	3.5	3.0	3.9	3.5
Biological Sciences	2.3	3.6	2.4	2.3	4.2	5.0	6.4	2.7
Health Fields	8.9	10.8	23.8	14.4	5.0	4.1	4.3	2.7
Computer Science	5.6	2.7	0	4.6	4.3	4.1	3.7	2.6
Math	1.4	2.7	0	1.1	1.3	1.3	2.0	1.6
Physical Education and Recreation	0	0	2.4	.6	3.1	2.3	1.9	1.6
Physical Science	1.9	2.7	0	9.8	3.4	.5	1.2	1.6
Law Related	2.8	.9	0	2.3	2.5	.5	.6	1.5
Home Economics	.5	0	2.4	0	1.1	1.3	1.2	1.2
Language	2.1	0	2.4	1.1	1.2	.1	0	1.0
Agriculture and Conservation	1.9	0	2.4	0	.8	.3	1.4	.8
Architecture	0	0	0	0	.5	.5	.4	.7
Music	1.9	4.5	2.4	1.1	1.0	2.0	1.2	.1
Food Service	0	.9	0	0	.1	.5	.6	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	107	111	42	87	382	393	256	368
Degree of Relatedness of Present Major to Major at Harper	**Relatedness Index**							
Identical	3	57.4	68.3	43.5	72.7	34.4	41.1	37.8	34.3
Closely Related	2	14.9	13.4	33.9	8.0	33.3	27.4	28.6	25.3
Somewhat Related	1	16.8	5.8	9.7	9.1	21.9	20.6	19.7	23.6
Not Related	0	10.9	12.5	12.9	10.2	10.4	10.9	13.9	16.9
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Relatedness Index		2.19	2.38	2.08	3.07	1.92	1.99	1.90	1.88
Number of Responses		101	104	31	88	381	394	259	356

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Cost of Present College	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
	1981	1983	1985	1987	1981	1983	1985	1987
Less than $500	34.0	30.4	15.0	46.4	2.9	1.8	2.8	2.0
$ 500 to $ 1,000	41.3	38.2	40.0	26.2	2.9	.8	2.1	1.3
$ 1,000 to $ 1,500	9.3	18.6	10.0	9.5	6.4	2.6	2.1	3.9
$ 1,500 to $ 2,000	8.2	6.9	5.0	3.6	5.6	3.1	5.0	3.2
$ 2,000 to $ 2,500	1.0	2.9	10.0	2.4	5.9	4.7	3.6	3.2
$ 2,500 to $ 3,000	1.0	0	5.0	2.4	6.2	8.4	2.8	4.7
$ 3,000 to $ 4,000	2.1	2.0	0	4.8	21.6	16.7	12.8	8.8
$ 4,000 to $ 5,000	1.0	0	10.0	0	21.1	21.7	17.7	11.7
$ 5,000 to $ 6,000	0	0	0	1.2	14.2	20.1	18.4	17.5
$ 6,000 to $ 7,000	2.1	1.0	5.0	2.4	7.8	6.5	16.3	16.4
$ 7,000 to $ 8,000	0	0	0	0	4.0	5.2	3.6	9.9
$ 8,000 to $10,000	0	0	0	0	1.1	5.8	7.1	8.2
$10,000 to $12,000	0	0	0	0	.3	2.6	3.6	5.0
$12,000 to $15,000	0	0	0	1.2	0	0	2.1	3.5
Over $15,00	0	0	0	0	0	0	2.1	.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Annual Cost	$ 976	$ 929	$1695	$1184	$3927	$4715	$5165	$5776
Number of Responses	97	102	20	84	374	383	141	342

University of Illinois - Champaign

Harper Transfer Compared to Other Groups of Students

Starting Fall Year	Number Starting	College	First Term GPA	Second Term GPA	Third Term GPA	Fourth Term GPA	Graduating PCT After Four Terms	Retention Ratio After 4 Terms	Pre-Transfer GPA
1983	49	Harper	3.68	3.79	3.82	3.80	36.7	.82	4.23
1983	808	All Community Coll. Transfers	3.69	3.81	3.96	4.02	40.0	.78	4.30
1983	528	All 4-year Coll. Transfers	3.88	3.93	3.99	4.01	38.1	.82	4.20
1983	4,629	All Natives	3.94	4.03	4.10	4.10	70.5	.90	3.96
1984	44	Harper	3.64	3.65	3.72	3.86	36.4	.91	4.18
1984	835	All Community Coll. Transfers	3.67	3.75	3.85	3.93	38.2	.82	4.28
1984	540	All 4-Year Coll. Transfers	3.88	3.97	3.99	4.04	38.5	.83	4.20
1984	4,588	All Natives	3.98	4.02	4.04	4.05	57.8	.91	3.98
								After Four Terms*	
1985	48	Harper	3.72	3.89	3.93	4.03	20.8	.79	4.20
1985	864	All Community Coll. Transfers	3.65	3.79	3.82	3.94	36.5	.78	4.25
1985	570	All 4-Year Coll. Transfers	3.88	3.96	4.00	4.00	35.4	.79	4.17
1985	4,541	All Natives	3.92	4.01	4.04	4.07	54.6	.92	3.96
								After 4 Terms	
1986	44	Harper	3.66	3.76	3.87	4.05	40.9	.80	4.29
1986	674	All Community Coll. Transfers	3.71	3.80	3.91	3.97	40.9	.81	4.28
1986	394	All 4-Year Coll. Transfers	3.94	3.99	4.03	4.08	42.1	.83	4.20
1986	4,850	All Natives	3.98	4.05	4.10	4.13	71.4	.93	3.99
								After 4 Terms	
1987	31	Harper	3.89	3.87	3.84	3.89	35.5	.87	4.16
1987	741	All Community Coll. Transfers	3.72	3.83	3.86	3.97	36.3	.79	4.26
1987	466	All 4-Year Coll. Transfers	3.86	3.98	4.01	4.08	36.1	.84	4.15
1987	5,086	All Natives	3.99	4.05	4.05	4.08	64.1	.98	3.99
								After One Term	
1988	35	Harper	3.57				--	.89	4.25
1988	761	All Community Coll. Transfers	3.68				--	.93	4.31
1988	422	All 4-Year Coll. Transfers	3.90				--	.97	4.20
1988	4,995	All Natives	4.00				--	.98	3.99
								After 4 Terms	
Total	251	Harper	3.69	3.79	3.84	3.92	34.1	.85	4.22
Total	4,683	All Community Coll. Transfers	3.69	3.80	3.88	3.97	38.4	.80	4.28
Total	2,920	All 4-Year Coll. Transfers	3.89	3.97	4.01	4.08	38.0	.84	4.19
Total	28,689	All Natives	3.97	4.03	4.07	4.09	63.7	.93	3.98

*Retention ratio calculated without graduation data for first three terms. Item is excluded from summary.

University of Illinois at Champaign
Harper Transfers versus Other Groups as to GPA by Discipline

Discipline	Harper Transfers N	Harper Transfers GPA	All Community College Transfers GPA	All Four Year College Transfers GPA	Native Students GPA	Difference in GPA Between Harper and Other Groups 1983-1988
Human Resources	148	3.71	3.98	4.16	4.22	-1.23
Social Sciences	1172	3.65	3.76	3.99	4.01	- .80
Education	269	4.20	4.28	4.43	4.47	- .58
Foreign Languages	582	3.88	3.92	4.07	4.20	- .56
Math and Computer Sciences	867	3.50	3.49	3.60	3.68	- .28
Physical Science	773	3.65	3.61	3.71	3.89	- .27
Business and Commerce	975	3.83	3.78	3.96	3.97	- .24
Engineering	1904	3.93	3.88	4.05	4.07	- .20
English and Humanities	796	4.02	3.96	4.11	4.16	- .19
Fine and Applied Arts	435	4.25	4.13	4.41	4.38	- .15
Biological Sciences	162	3.78	3.66	3.78	3.91	- .03
Agriculture	201	4.24	4.06	4.09	4.19	.38
All Courses		3.80	3.82	3.98	4.04	- .43

Harper Transfers versus Other Groups at Various Illinois Public Universities as to GPA

University	Harper College N	Harper College GPA*	Other Community Colleges GPA*	Four-Year College Transfers GPA*	Native Students GPA*
Southern Illinois University - 1988-1989	232	2.62	2.85	--	2.52
Western Illinois University, Spring 1989	98	2.71	2.79	2.93	2.61
Eastern Illinois University, Spring 1989	138	2.65	2.73	2.83	2.74
Northern Illinois University, Fall 1988	542	2.74	2.75	2.73	2.63

*GPA computed on a four point scale -- 4 = A
3 = B
2 = C
1 = D
0 = F

GPA at Southern Illinois University by Discipline Through 1985-1989

Discipline	Harper Transfers N	Harper Transfers GPA	All Community College Transfers	Native Students	Difference in GPA
Education	229	3.13	3.50	3.27	-.49
Engineering and Technology	378	2.55	2.79	2.72	-.41
Liberal Arts	465	2.41	2.52	2.51	-.22
Business and Administration	361	2.30	2.40	2.40	-.20
School Tech Careers	345	3.02	3.13	2.90	.01
Sciences	189	2.29	2.27	2.30	-.01
Communication and Fine Arts	349	2.80	2.78	2.74	.08
Human Resources	88	2.78	2.77	2.65	-.14
Agriculture	145	3.21	2.96	2.86	-.60

GPA at Western Illinois University by Major Field*
1985 through Spring 1989

Major Field	Harper		Other Community Colleges	Four-Year College Transfers	Native Students	Difference in GPA
	N	GPA	GPA	GPA	GPA	
Computer Science	30	3.31	2.92	3.03	2.80	1.18
Marketing/Fin/Trans	40	3.08	2.86	2.84	2.79	.74
Communication Arts and Sciences	25	2.81	2.72	2.82	2.66	.25
Physical Education	46	3.27	3.12	3.18	3.17	.35
Mathematics	54	2.26	2.21	2.36	2.11	.11
Accountancy	25	2.00	2.15	2.19	2.04	-.37
Economics	41	2.40	2.33	2.45	2.25	.16
History	10	2.60	2.67	2.73	2.39	.01
Law Enforcement	36	2.77	2.74	2.84	2.56	.17
Sociology and Anthropology	37	2.98	2.84	3.01	2.59	
Management	50	2.69	2.94	2.93	2.85	-.64
Management Info. Res.	14	2.60	2.72	2.88	2.65	-.45
Health Sciences	46	2.69	2.79	3.06	2.62	-.40
English & Journalism	52	2.65	2.72	2.98	2.58	-.33
Biological Science	10	1.90	2.20	2.29	2.03	-.82
Psychology	36	2.30	2.59	2.60	2.33	-.61

*Only major fields with more than ten Harper students were considered.

APPENDIX

Survey Instrument

- With Cover Letter

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312 397-3000

Spring, 1988

Dear Alumnus:

We are following every alumnus (48 credit hours or more) of Harper College, and we would like to know what you are now doing and your evaluation of Harper. We would like to secure this information again in three and five years after you leave Harper College.

In order for Harper properly to evaluate itself and maintain itself as a quality institution, it is essential that the College have good information on former students. Any information you supply will be kept strictly confidential among appropriate College administrators. The number on the survey enables us to take your name off the mailing list when your completed response is received. This saves us the cost of unnecessary mailings and saves you the bother of receiving a second copy of the survey in addition to a follow-up telephone call.

We greatly appreciate your response to this questionnaire. When you have completed the survey, please fold booklet with Harper College return address on the outside, staple or tape closed, and mail.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Department of Planning and Institutional Research

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 182 PALATINE, ILLINOIS
POSTAGE WILL BE PAID BY ADDRESSEE

William Rainey Harper College
Department of Planning and Research
Algonquin and Roselle Roads
Palatine, Illinois 60067

Harper College Alumni Follow-Up Questionnaire

Please give a permanent address where you can always be reached.

Name_____ Social Security No._____

Address_____ Telephone No._____

This questionnaire contains the following sections:

General Status, Employment, Present Education and Evaluation of your experience at Harper.

Read the following items carefully and for each make a check (✓) on the line beside the most appropriate alternative. Mark only one alternative per item unless otherwise stated.

General Status

I. Major field while at Harper

____1. Architecture
____2. Art
____3. Biological Science
____4. Business
____5. Communications
____6. Education
____7. Engineering
____8. Humanities and Liberal Arts
____9. Mathematics
____10. Music
____11. Physical Education and Recreation
____12. Physical Science
____13. Pre-Law
____14. Pre-Medical
____15. Psychology
____16. Other Social Science
____17. Undecided

II. What is your present status?

____ 1. I am employed full time but am not enrolled in college.
____ 2. I am employed full time and am enrolled in college part time.
____ 3. I am employed full time and am enrolled in college full time.
____ 4. I am enrolled in college full time and am employed part time.
____ 5. I am enrolled in college full time but am not employed.
____ 6. I am enrolled in college part time and employed part time.
____ 7. I am employed part time but am not enrolled in college.
____ 8. I am enrolled in college part time but not employed.
____ 9. I am in the Armed Forces.
____10. I am unemployed and not enrolled in college but am seeking employment.
____11. I am a homemaker not employed nor enrolled in college.
____12. I am not employed nor enrolled in college for some other reason such as illness or in transition, etc.

III. What are your present educational goals?

____1. I am presently enrolled full time in a college or university. (This includes Harper)
____2. I am presently enrolled part time in a college or university. (This includes Harper)
____3. I plan within the next year to return to college.
____4. I plan to return to college some day.
____5. I am presently enrolled in a specific training program.
____6. I have no plans at present to continue my education.
____7. My educational plans are unknown at this point.

IV. Did you graduate from Harper? (Mark any degree earned)

____1. Yes, with AA degree
____2. Yes, with AS degree
____3. Yes, with AAS degree
____4. Yes, with ALS degree
____5. Yes, with this combination of degrees_____
____6. Yes, with certificate
____7. No

V. If you did not receive a degree from Harper, indicate why you did not.

____1. I am still enrolled at Harper
____2. I have moved
____3. Family responsibilities
____4. Job demand
____5. New job opportunity
____6. Personal problems
____7. I saw no relationship between the courses and my personal, occupational or educational goals
____8. I have not met all the requirements yet
____ 9. I had taken all courses I wanted to take
____10. Harper offered no further courses I wanted
____11. My educational goals were not defined
____12. I preferred transfering to another college
____13. I had no interest in obtaining an associate degree
____14. Other (specify)_____

Employment

If you are employed full time or part time, please answer the following items:

Name and Address of Employer_____

Job Title_____

VI. How would you classify your present occupation?

____ 1. Social or Religious
____ 2. Educational
____ 3. Legal, Governmental or Political
____ 4. Sales
____ 5. Business or Finance
____ 6. Scientific
____ 7. Engineering/Related Technology
____ 8. Retail Store Sales
____ 9. Unskilled Labor/Custodial
____10. Computer field
____11. Police/Fire/Security
____12. Communication or Entertainment
____13. Medical Fields
____14. Arts or Humanities
____15. Trades
____16. Factory Semi-Skilled
____17. Office or Clerical
____18. Food Service
____19. Transportation
____20. Agricultural or Environmental
____21. Other (specify)_____

VII. How related is your present job to your major field at Harper?

____1. They are identical
____2. They are closely related
____3. They are somewhat related
____4. They are not related

VIII. Which of the following items best describes your employment status?

____1. Unskilled labor
____2. Semi-skilled labor
____3. Technician, skilled labor or foreman
____4. Beginning professional
____5. Experienced professional or second line supervision
____6. Creative scientist or researcher or upper middle management
____7. Vice president level or higher

IX. What is your full-time annual salary range? If you are employed part time, please circle your hourly rate of pay.

____ 1. Under $7,000 per year or $3.36 per hour
____ 2. $ 7,000-$ 8,999 per year or $ 3.37-$ 4.32 per hour
____ 3. $ 9,000-$ 9,999 per year or $ 4.33-$ 4.80 per hour
____ 4. $10,000-$11,999 per year or $ 4.81-$ 5.76 per hour
____ 5. $12,000-$14,999 per year or $ 5.77-$ 7.20 per hour
____ 6. $15,000-$19,999 per year or $ 7.21-$ 9.61 per hour
____ 7. $20,000-$24,999 per year or $ 9.62-$12.02 per hour
____ 8. $25,000-$29,999 per year or $12.03-$14.42 per hour
____ 9. $30,000-$39,999 per year or $14.43-$19.22 per hour
____10. $40,000-$49,999 per year or $19.23-$24.03 per hour
____11. Over $50,000 per year or $24.03 per hour

X. Where is your job located?

____1. Downtown Chicago
____2. Outer fringes of Chicago city limits
____3. Northwestern Suburban Area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Wheeling, Buffalo Grove, Elk Grove, Mt. Prospect, Prospect Heights)
____4. Other Chicago area suburbs
____5. Within 49-100 miles of Chicago
____6. In Illinois, more than 100 miles from Chicago
____7. Outside of Illinois (specify)

_____
_____
_____

XI. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper Helped Me Considerably	Harper Helped Me Somewhat	Harper Did Not Help Me at All
1. Specific Job Knowledge	____	____	____
2. Technical Job Skills	____	____	____
3. Written Communication Skills	____	____	____
4. Verbal Communication Skills	____	____	____
5. Person to Person Communication Skills	____	____	____
6. Managerial Skills	____	____	____
7. Maturity and Self Confidence	____	____	____
8. Broadened Horizons	____	____	____
9. Other (specify)_____	____	____	____

_____

XII. How did you find your job?

____ 1. The coordinator of my program helped me find it.
____ 2. Another faculty member helped me.
____ 3. A friend or relative helped me.
____ 4. Newspaper ads
____ 5. Placement Office, Harper, another college or high school
____ 6. Employment Agency
____ 7. Illinois Job Service Office helped me
____ 8. Found my job through another source (specify)_____
_____
____ 9. I found my job all on my own
____10. I am working on the same job I had since I first enrolled at Harper.
____11. Another college helped me
____12. Internship Program at Harper
____13. My professional association's placement service
____14. Through temporary employment service
____15. Employer found me

Education

XIII. In which college or university are you enrolled?

____ 1. Northern Illinois
____ 2. University of Ill., Circle
____ 3. University of Ill., Champaign
____ 4. Western Illinois
____ 5. Southern Illinois
____ 6. Harper
____ 7. Illinois State
____ 8. Loyola
____ 9. Roosevelt
____10. Ill. Institute of Technology
____11. University of Iowa
____12. Columbia College
____13. Bradley
____14. Northeastern Illinois
____15. Eastern Illinois
____16. Marquette
____17. Elmhurst
____18. DePaul
____19. University of Wisc., Madison
____20. Trinity College
____21. Arizona State University
____22. Other (specify)_____

XIV. Which of the following best describes your status?

____1. Freshman
____2. Sophomore
____3. Junior
____4. Senior
____5. Graduate School
____6. Professional School
____7. Other (specify)_____

XV. What is your major field presently?

____ 1. Agriculture and Conservation
____ 2. Architecture
____ 3. Art
____ 4. Biological Science
____ 5. Business
____ 6. Education
____ 7. Engineering
____ 8. English/Literature/Speech
____ 9. Home Economics
____10. Humanities and Liberal Arts
____11. Language
____12. Law
____13. Mathematics
____14. Medical Field
____15. Music
____16. Physical Education and Recreation
____17. Physical Science
____18. Psychology
____19. Other Social Science
____20. Journalism
____21. Computer Science
____22. Food Service
____23. Undecided
____24. Other (specify)_____

XVI. How related is your present major to your major at Harper?

____1. They are identical
____2. They are closely related
____3. They are somewhat related
____4. They are not related

XVII. What portion of the courses which you took at Harper were you able to transfer? If you do not know for sure, make the best guess you can.

____1. 0-20 percent
____2. 20-40 percent
____3. 40-60 percent
____4. 60-80 percent
____5. 80-90 percent
____6. All but 2 or 3 courses
____7. All but one course
____8. Transferred all courses

XVIII. If all your courses did not transfer, give reasons why. Check (✓) all that apply

____1. Changed majors at Harper or upon transfer
____2. Changed my mind while at Harper about college to which I would transfer
____3. Did not investigate carefully enough the transfer requirements while I was at Harper College
____4. Was given misleading transfer information while at Harper
____5. Other (specify)_____

XIX. What is your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check (✓) the closest GPA.

A –	____4.0	____3.8	____3.6	____3.4	____3.2
B –	____3.0	____2.8	____2.6	____2.4	____2.2
C –	____2.0	____1.8	____1.6	____1.4	____1.2
D –	____1.0	____Less than 1.0			

At your present college, have you participated in any honors programs or honor society which you feel are of benefit to you and perhaps should be offered at Harper? If so, please describe_____

XX. How much does it cost you (or your family) per year for you to attend your present college? Include tuition, books, room and board, and personal expenses. Check (✓) one.

____1. Less than $500
____2. $ 500-$1,000
____3. $1,000-$1,500
____4. $1,500-$2,000
____5. $2,000-$2,500
____6. $2,500-$3,000
____7. $3,000-$4,000
____8. $4,000-$5,000
____ 9. $ 5,000-$ 6,000
____10. $ 6,000-$ 7,000
____11. $ 7,000-$ 8,000
____12. $ 8,000-$10,000
____13. $10,000-$12,000
____14. $12,000-$15,000
____15. Over $15,000

Did anything that happened to you at Harper stand out as making the transfer to your present college easier or more difficult? If so, please describe._____

Evaluation Items

XXI. Please note the following aspects of college as you knew them while at Harper College. Place the appropriate number on the blank preceding the aspect.

1 – Excellent
2 – Very Good
3 – Average
4 – Borderline Effectiveness
5 – Poor or Ineffective
6 – Did Not Use
7 – Unaware of Such a Service

Harper	College Now Attending Other Than Harper (If Any)	
A. ____	____	Teaching Faculty
B. ____	____	Course Selection
C. ____	____	Admissions Program
D. ____	____	Records and Registration
E. ____	____	Student Activities (lectures, concerts, films, clubs, social events, student government, publications, game area)
F. ____	____	Personal Counseling with Counselors
G. ____	____	Illinois Job Service
H. ____	____	Financial Aid
I. ____	____	Health Service
J. ____	____	Intercollegiate Athletics
K. ____	____	Food Service
L. ____	____	Intramurals
M. ____	____	Learning Resources Center/Media and Library
N. ____	____	Learning Atmosphere
O. ____	____	Other Students
P. ____	____	Veterans Office
Q. ____	____	Tutor Services or Study Skills Improvement Courses
R. ____	____	Women's Program
S. ____	____	Remedial-Developmental Courses
T. ____	____	Hearing Impaired Services
U. ____	____	Disabled/Handicapped Services
V. ____	____	Human Potential Course/PSY 107
W. ____	____	Instructional Strategies in Classroom
X. ____	____	Laboratories
Y. ____	____	Internships or Field Experiences
Z. ____	____	Career Planning and Development Course/PSY 108
AA. ____	____	College Survival Skills Course/PSY 106
BB. ____	____	Workshops or special programs sponsored by Student Development
CC. ____	____	College Days/Nights – Visits from 4-year University Representatives

XXII. Which courses taken at Harper have been of **most** benefit to you on the job, in college, or in the community? Check (✓) all those that apply.

___ 1. Anthropology
___ 2. Architecture
___ 3. Art
___ 4. Astronomy
___ 5. Biology
___ 6. Career Planning and Development
___ 7. Chemistry
___ 8. Child Development
___ 9. Data Processing
___ 10. Economics
___ 11. Education
___ 12. English
___ 13. Fashion Design
___ 14. Foreign Language
___ 15. General Business
___ 16. Geology
___ 17. History
___ 18. Human Potential Seminar
___ 19. Humanities
___ 20. Literature
___ 21. Mathematics
___ 22. Mechanical Engineering
___ 23. Music
___ 24. Philosophy
___ 25. Physical Education and Recreation
___ 26. Physical Science
___ 27. Physics
___ 28. Political Science
___ 29. Psychology
___ 30. Secretarial Science
___ 31. Sociology
___ 32. Speech

XXIII. Which courses taken at Harper have been of **least** benefit to you on the job, in college, or in the community? Check (✓) all those that apply.

___ 1. Anthropology
___ 2. Architecture
___ 3. Art
___ 4. Astronomy
___ 5. Biology
___ 6. Career Planning and Development
___ 7. Chemistry
___ 8. Child Development
___ 9. Data Processing
___ 10. Economics
___ 11. Education
___ 12. English
___ 13. Fashion Design
___ 14. Foreign Language
___ 15. General Business
___ 16. Geology
___ 17. History
___ 18. Human Potential Seminar
___ 19. Humanities
___ 20. Literature
___ 21. Mathematics
___ 22. Mechanical Engineering
___ 23. Music
___ 24. Philosophy
___ 25. Physical Education and Recreation
___ 26. Physical Science
___ 27. Physics
___ 28. Political Science
___ 39. Psychology
___ 30. Secretarial Science
___ 31. Sociology
___ 32. Speech

XXIV. Are there courses which, had they been included in your curriculum, would have benefited you now on your job, in college, or in your community?

_____
_____
_____
_____

XXV. Was the Learning Resources Center (first and second floor, Building F) of help to you while attending Harper? Check (✓) those that apply.

___ 1. I very seldom or never used the Center
___ 2. I found the Center a good place to study
___ 3. It was easy to find and check out almost all the books I needed
___ 4. The audiovisual material available in the media section was very helpful
___ 5. I had trouble getting much of the material I needed (Explain)_____
_____
_____
_____
___ 6. Other_____
_____
_____
_____

Academic Computer Usage

XXVI. Have you ever used a computer terminal or a microcomputer at Harper in conjunction with a course? Check (✓) one.

___ 1. Yes — often
___ 2. Yes — a few times
___ 3. No — never

XXVII. If you have used a micro or terminals, check (✓) the location you have used.

___ 1. Mainframe terminals in Building I
___ 2. Word Processing micros in Building I
___ 3. Micro lab in Building I
___ 4. Micro lab in Building J
___ 5. Instructional computer terminals in Building D
___ 6. Microcomputer lab(s) at Northeast Center
___ 7. CAD/CAM Center in Building H
___ 8. Other CAD related lab in Building H
___ 9. Microcomputers elsewhere (specify)
_____
_____

XXVIII. In which courses have you used microcomputers or computer terminals? Check (✓) all those that are appropriate.

___ 1. Data Processing
___ 2. Physics
___ 3. Chemistry
___ 4. Word Processing
___ 5. Math or Statistics
___ 6. Engineering Tech
___ 7. Electronics
___ 8. Music
___ 9. Other (specify)_____
_____

XXIX. Have you had any problems using or getting access to the microcomputers or computer terminals while at Harper College?

___ 1. No
___ 2. Yes (specify type of problem)_____
_____
_____

XXX. Has using the computer or the terminals helped you in your present situation?

___ 1. Yes, it has helped me (explain)_____
_____
___ 2. No, it has not helped me (explain)_____
_____
___ 3. I did not use the computer or terminals at Harper.

Student Goals and Services

XXXI. How many times did you change your educational or vocational goals as a result of attending Harper?

___ 1. More than one major change
___ 2. One major change
___ 3. Made only minor change(s)
___ 4. I am not sure I made a change
___ 5. Never

Also, if you made changes, check (✓) what services you used.

___ 1. Counseling
___ 2. Career Library
___ 3. Illinois Job Service
___ 4. Talk with faculty
___ 5. Talk with friends or relatives
___ 6. Specific course helped me
___ 7. Magazine articles and job opportunity ads
___ 8. I made decision all by myself without help
___ 9. Four-year college literature and catalogs
___ 10. Other (specify)_____
_____

XXXII. Did you use academic advising services at Harper in making your educational plans? Check (✓) one.

___ 1. Yes
___ 2. No

If Yes, was the advising received from a counselor helpful?

___ 3. Yes (explain)_____
_____
___ 4. No (explain)_____
_____

XXXIII. Did you receive academic advising services from a faculty member? Check (✓) one.

___ 1. Yes
___ 2. No

If Yes, was the advising received from a faculty member helpful?

___ 3. Yes (explain)_____
_____
___ 4. No (explain)_____
_____

XXXIV. How do you feel about the Financial Aid Office? Check (✓) those appropriate.

___ 1. I did not require or qualify for any financial aid.
___ 2. I might have qualified for financial aid, but I never got around to applying for it.
___ 3. I applied for financial aid but was turned down. I was very dissatisfied with the operation of the Financial Aid Office.
___ 4. I applied for financial aid but was turned down. However, I was reasonably satisfied with the performance of the Financial Aid Office.
___ 5. I received financial aid, but I was not satisfied with the performance of the Financial Aid Office.
___ 6. I received financial aid, and was very satisfied with the performance of the Financial Aid Office.
___ 7. The Financial Aid Office at Harper helped me secure financial aid at the institution I am now attending.

XXXV. Check which student activities or non-classroom experiences were of most benefit to you. If not applicable, leave blank.

___ 1. Guest speaker
___ 2. Concerts
___ 3. Films
___ 4. Clubs
___ 5. Intramural sports
___ 6. Varsity athletics
___ 7. *Harbinger*
___ 8. Radio station — WHCM
___ 9. Mini courses
___ 10. Human potential seminars
___ 11. *Point of View*
___ 12. Field trips
___ 13. Studio theater
___ 14. Student Senate, Program Board, etc.
___ 15. Band, orchestra or choral group
___ 16. Pom pon squad
___ 17. Peer counseling
___ 18 Other (specify)_____
_____

XXXVI. Check which student activities or non-classroom experiences were of least benefit to you. If not applicable, leave blank.

___ 1. Guest speaker
___ 2. Concerts
___ 3. Films
___ 4. Clubs
___ 5. Intramural sports
___ 6. Varsity athletics
___ 7. *Harbinger*
___ 8. Radio station — WHCM
___ 9. Mini courses
___ 10. Human potential seminars
___ 11. *Point of View*
___ 12. Field trips
___ 13. Studio theater
___ 14. Student Senate, Program Board, etc.
___ 15. Band, orchestra or choral group
___ 16. Pom pon squad
___ 17. Peer counseling
___ 18 Other (specify)_____
_____

XXXVII. Make any other comments you wish to make concerning Harper College.

_____

_____

_____

_____

Harper Experiences

XXXVIII. How many hours did you work per week while attending Harper?

____1. I did not work
____2. 1 to 5 hours
____3. 6 to 10 hours
____4.11 to 15 hours
____5. 16 to 20 hours
____6. 21 to 25 hours
____7. 26 to 30 hours
____8. Over 30 hours

XXXIX. How would you describe this work?

____1. It was identical to what I am now doing.
____2. It was related or beneficial to what I am now doing.
____3. It was of little benefit to what I am now doing except that it helped pay my way through college.

XL. How many hours per week did you spend in student activities or non-classroom experiences such as student publications, government, clubs, etc.?

____1. I did not participate
____2. 1 to 3 hours per week
____3. 4 to 7 hours per week
____4. 8 to 12 hours per week
____5. Over 12 hours per week

XLI. How many hours per week did you spend informally — such as in bull sessions, in the cafeteria or lounge, playing cards or pool, etc.?

____1. Less than one hour
____2. 1 to 6 hours
____3. 7 to 12 hours
____4. 12 to 20 hours
____5. Over 20 hours

Thank you for participating in this survey. When you have completed all questions, please refold this form with the Harper College address panel on the outside, tape or staple together, and drop form in the mail.

OPERATIONAL STAFF:

Secretary:	Janice A. Cook
Mailing, Telephoning, Data Entry, Tallying, Compilation of Information:	Linda Pones Linda Goers Rebecca Beach Josephina Campos-Rivera

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES

MAR 8 1991